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ABSTRACT

This selected bibliography on child care contains 386 citations drawn from computerized data bases covering business, educational, sociological, and legal literature. Most citations include abstracts taken from the data bases. Data bases include the Educational Resource Information Center (ERIC), the National Technical Information System (NTIS), Sociological Abstracts, ABI/INFORM, Exceptional Child Education Resources, Family Resources, Legal Resources Index, Trade and Industry Index, Management Contents, and the SCORPIO System. Keywords and phrases used to locate the citations were: day care, day care centers, child care, and Head Start. Cited literature includes journal articles, books, research reports, studies, and conference papers published from 1978 to mid-1988. Citations concern child abuse, costs and rate setting, demographics, handicapped children, industry, insurance, licensing and regulations, policy and issues, school-related child care, selection, sick children, training, and studies. Major contributors to the fact sheet are listed. (RH)

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United States General Accounting Office

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Fact Sheet for the Chairman,
Subcommittee on Human Resources,
Committee on Education and Labor,
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July 1989

CHILD CARE

Selected Bibliography

ED310872

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GAO

United States
General Accounting Office
Washington, D.C. 20548

Human Resources Division

B-222989

July 11, 1989

The Honorable Dale E. Kildee
Chairman, Subcommittee on Human Resources
Committee on Education and Labor
House of Representatives

Dear Mr. Chairman:

In response to your May 1988 request and later discussions with your Subcommittee staff, we developed, from various data bases, a selected bibliography on child care. The bibliography contains 386 citations, most accompanied by abstracts taken from the data bases. A few citations are not accompanied by an abstract because the data base did not include one.

To compile the bibliography, we researched computerized data bases covering business, educational, sociological, and legal literature. The data bases used include: ERIC (Educational Resources Information Center), NTIS (National Technical Information System), Sociological Abstracts, ABI/INFORM, Exceptional Child Education Resources, Family Resources, Legal Resource Index, Trade and Industry Index, Management Contents, and the SCORPIO System. Keywords and phrases used to locate the citations include: day care, day care centers, child care, and Head Start. Because of the specific data bases and keywords used, other literature citations may exist that are not included in this bibliography. Accordingly, this is a "selected" bibliography on child care.

The cited literature includes journal articles, books, research reports, studies, and conference papers published during the period 1978 to mid-1988. Some abstracts of the cited literature include a copyright notice as required by the publisher that permitted us to reprint the abstract. The other abstracts contain no such notice because the publishers did not require it. Applicable copyright statements are included on page 4.

As agreed with your office, unless you publicly announce its contents earlier, we plan no further distribution of this fact sheet until 10 days after its issue date. At that time, we will send copies to other interested parties and make copies available to others who request them. Major contributors to this fact sheet are listed in appendix II.

Sincerely yours,

Franklin Frazier

Franklin Frazier
Director of Income Security Issues
(Disability and Welfare)

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Abbreviations

(c)	copyrighted
(TM)	trademark
AB	Assembly Bill
ABE	adult basic education
ABI	ABI/INFORM data base
ACYF	Administration for Children, Youth and Families
AFDC	Aid to Families With Dependent Children
AIG	AIG Risk Management
AKDCC	Aloha Keiki Day Care Center
AMA	American Management Association
AMS	Administrative Management Society
BOCES	Boards of Cooperative Educational Services
CC	child care
CDC	care of children or other dependents
CIJE	Current Index to Journals in Education
CPS	Child Protective Services
DCP	day care policy
ED	ERIC Document
EPSDT	Early and Periodic Screening, Diagnosis and Treatment
ERIC	Educational Resources Information Center
ERTA	Economic Recovery Tax Act of 1981
FIDCR	Federal Interagency Day Care Requirements
GAO	General Accounting Office
HEW	Department of Health, Education, and Welfare
HHS	Department of Health and Human Services
IBM	International Business Machines Corporation
IPM	Instrument-based Program Monitoring system
MLHS	Michigan League for Human Services
NAIC	National Association of Insurance Commissioners
NCCAN	National Center on Child Abuse and Neglect
NCFR	National Council on Family Relations
NDCS	National Day Care Study
NLC	Nyloncraft Learning Center
NPRM	Notice of Proposed Rule Making
NTIS	National Technical Information System
PCA	PCA International
PLAT	Preschool Language Assessment Instrument
PPVT-R	Peabody Picture Vocabulary Test-Revised
RCCM	Resources for Child Care Management
RIE	Resources in Education
SAI	Sociological Abstracts, Inc.
SMC	Santa Monica College

Selected Bibliography on Child Care

Child Abuse

1. Friedman, David B., and Others. Child Care and the Family. Chicago: National Committee for Prevention of Child Abuse, 1984.

This booklet examines child care as a major resource for the prevention of child abuse, and is intended to bring child care and child abuse workers together. An introductory section on child abuse is followed by an update on the family, including historical perspectives and a case study illustrating cooperation of parents and day care staff. A section is included on child care, attachment, babysitting, latchkey children, handicapped children, crisis child care, and the financial dilemma of child care. Child care's role in the prevention of child abuse is noted, and frequently asked questions about child care are answered. Suggestions are offered for starting a child care service, supporting child advocacy, and understanding the importance of volunteers. Among the appended information is a list of related readings and tips on preventing child molesting.

2. Morgan, Gwen. Public Attention and Concern about Sexual Abuse in Child Care. New York, NY: Child Care Action Campaign, December 1984. Available from: ERIC ED 258400.

Two types of responses are needed to deal with growing public concerns about the dangers of sexual abuse of children in child care. First, sound and reasonable advice to parents should focus on the comparative statistical safety of child care, clues from children about the possibilities of abuse, the importance of parent monitoring of child care, reporting procedures, and observation of child care staff. Secondly, public policy efforts should attempt to turn public concern to constructive long-term policy decisions. Such directions include improved resources, better procedures for dealing with complaints, public information, and changes in regulations, such as state licensing improvements and more effective criminal record checks for day care providers and staff.

3. U.S. Department of Health and Human Services. Model Child Care Standards Act—Guidance to States to Prevent Child Abuse in Day Care Facilities. Washington, DC, January 1985. Available from: ERIC ED 264697

The document offers states guidelines regarding review and revision of child care statutes, standards, and policies to address the prevention of

child sexual abuse in day care facilities. General information is also provided on changes in state standards in recent years. Each of six sections examines findings of the 1981 Comparative Licensing study and reports results of the Department's 1984 review of all current and some proposed state licensing standards and registration requirements. The following areas are thus addressed (sample subtopics in parentheses): parent visitation and other parent participation (the role of parents in preventing child sexual abuse); employment history checks of staff and other background screening (criminal records checks, FBI checks); staff qualification requirements by job classification; probationary periods for new staff; staff training, development, supervision and evaluation; and staff-child ratios. Of the seven appendixes, two are not included, and the others contain summaries of qualifications by job classification and of staff-child ratio requirements.

4. Beaty, Patrick T.; Woolley, Mary R. "Child Molesters Need Not Apply: A History of Pennsylvania's Child Protective Services Law and Legislative Efforts to Prevent the Hiring of Abusers by Child Care Agencies." Dickinson Law Review. Spring 1985; 89(3): 669-690.

Symposium Issue: Child Abuse and the Law. (Legal Resources Index (TM), copyrights 1988 by Information Access Company, Foster City, California.)

5. Bradley, Robert H., and Others. "Experiences in Day Care and Social Competence Among Maltreated Children." Child Abuse and Neglect: The International Journal. 1986; 10(2): 181-189.

Observation of 39 preschool maltreated children from 13 child care facilities revealed the ratings of the quality of care were significantly correlated with the children's social competence while in child care. Aspects of social behavior were related to program organization, physical facilities, traits of the caregiver, and caregiver expectations.

6. Contratto, Susan. "Child Abuse and the Politics of Care." Journal of Education. 1986; 168(3): 70-79. Special Issue on the Landscape of Childhood and the Politics of Care.

Describes powerful cultural ideologies that inform reactions to instances of sexual abuse at child care facilities. Subtle and persistent beliefs and

assumptions about mothering, families, children, and sex influence social, political, and legal reactions to this problem. These beliefs can distort our vision of reality and possibility.

7. Wilson, Charles; Steppe, Susan Caylor. Investigating Sexual Abuse in Day Care. Washington, DC: Child Welfare League of America, 1986.

The authors have distinguished seven types of sexual abuse conditions in day care settings and the ways these conditions are both similar to and different from other situations involving sexual abuse. They set forth the criteria for Child Protective Services (CPS) investigation of the seven types, with differing involvement of licensing, legal, and law enforcement personnel.

8. Atten, Donald W.; Milner, Joel S. "Child Abuse Potential and Work Satisfaction in Day-Care Employees." Child Abuse and Neglect: The International Journal. 1987; 11(1): 117-123.

Administration of the Child Abuse Potential Inventory and a Work Satisfaction Questionnaire to 228 day care employees at 40 centers found an inverse relationship between child abuse potential and both clarity of job expectations and overall job satisfaction. Employees generally rated "high" had lower abuse scores than those rated "low."

9. Russell, Susan D.; Clifford, Richard M. "Child Abuse and Neglect in North Carolina Day Care Programs." Child Welfare. March-April 1987; 66(2): 149-163.

A study of child abuse and neglect complaints revealed factors affecting the filing of complaints, as well as problems with investigating complaints. Specifies the cause of the problems and offers recommendations for improvement.

Costs/Rate Setting

1. Cost Analysis Manual and Report. Edition Number Two. Albany, NY: Welfare Research, Inc, April 1978. Available from: NTIS SHR-0002767.

Methods and procedures to provide accurate cost analysis are detailed, and their use in New York City and two New York counties (Westchester and Nassau) is discussed. Purposes of the cost analysis package are:

(1) to demonstrate the feasibility of cost analysis carried out by day care staff without undue local, state, and federal expenditures; (2) to initiate the process of rate setting based on actual costs of day care arranged both by function and line item; (3) to prepare materials and procedures for their implementation based on actual field experience for use by other states in rate setting, purchase of service, and general administrative functions; and (4) to provide comparative cost data to centers for internal administrative decision-making. One of the most important features of the cost analysis package is the ability to implement it at minimal cost and in service areas ranging from small rural to complex urban. Guidelines for allocating time to functional categories are provided. A classification questionnaire and an analyst's form with accompanying instructions are included to aid in cost analysis. The report on the implementation of the cost analysis package in New York is detailed in terms of problems encountered, general cost and income data, and functional analysis. Conclusions and recommendations pertaining to the use of cost analysis as a planning and decision-making tool are presented.

2. Community Coordinated Child Care (4-C) for Central Florida, Inc. Rate Justification for Child Care. Orlando, June 1978. Available from: ERIC ED 157614

This brief report argues against the cost analysis process currently used as a form of rate justification by states and central agencies that are purchasing child care. Instead, a logic is proposed for negotiated rates based on expected levels of necessary costs and reasonable rates in comparison with open market levels as shown on day care centers' published rate cards. Three short papers related to these issues are included: (1) a brief rationale for predicting necessary and reasonable rates based on requirements and regulations, accompanied by an extensive breakdown of minimum child care costs in Orange County, Florida; (2) a comparison of Title XX reimbursement of child care center rates schedules in two Florida counties; and (3) a position statement on Florida standards of child care and payments for purchase of child care.

3. Keener, Tom; Sebestyen, Deanna. "A Cost Analysis of Selected Dallas Day Care Centers." Child Welfare. February 1981; 60(2): 81-88.

Cost information was gathered from five Dallas, Tex., day care centers that have good reputations among parents & educators to develop true

capital & operating costs necessary to fund a quality center. Expenditures were divided into functional categories (administration, teaching, etc.), which made cost comparison between centers easier; the percent of the budget spent on each category was calculated. In addition to analyzing a center's budget for costs, interviews were held with employees to determine in which category an expenditure belonged, extent of donated labor & materials, services provided, average daily attendance, staff ratios, & quality of physical facilities. Along with percent spent on the functional categories, a norm establishing levels of program quality associated with a given budget was developed. 2 Tables. AA. (c)SAI

4. Cutright, Melitta J. "Child Care 1986: A National Dilemma." PTA Today. February 1986; 11(4): 7-11.

This article summarizes surveys on cost and type of day care used by families. Advantages and drawbacks of types of care are discussed, as is quality of care.

5. "Why Child Day-Care Fees Keep Going Up." Money. February 1986; 15: 11+. Magazine Index (TM), copyright 1988 by Information Access, Foster City, California.

6. Carpenter, Phoebe, and Others. The Program Audit Process of Rate Justification in Fixed Rate Purchase of Child Care Services. (An Alternative to the Cost Reporting/Cost Analysis Process of Rate Justification). Orlando: Community Coordinated Child Care (4-C) for Central Florida, Inc., Available from: ERIC ED 162730.

This guide provides an instrument for determining the cost-effectiveness of child care centers. An assessment checklist covering child care center features in the areas of physical facilities, program experience, and administration (including every aspect of the minimum Fiorida licensing standards) is presented. The checklist was designed for monitoring child care centers in which funded children have been placed, and can be used not only for accountability to funding sources, but also for indicating to centers the program elements required by the purchaser. Each center assessed is assigned a particular checklist score. Scores are then graphed with the various weekly rates of the assessed centers. When the minimum acceptable score and the maximum possible weekly rate are established by the purchaser, the graph of assessed centers reveals which

centers are or are not acceptable. It is suggested that this assessment process is better than an assessment that emphasizes reports of actual expenditures. The checklist assessment procedure may be modified to chart either preschool, infant care, or after-school services.

Demographics

1. Family Day Care: An ERIC Abstract Bibliography. Urbana, IL: ERIC Clearinghouse on Early Childhood Education, January 1978. Available from: ERIC ED 167238

This abstract bibliography cites recent ERIC documents and journal articles concerning family day care. Many entries also discuss other types of day care. Entries include resumes from Resources in Education (RIE), February 1976 through December 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through December 1977. Additional references to books, periodicals, and audiovisual materials related to family day care, but not available through ERIC, are listed at the end of this bibliography.

2. Central Washington State College. Washington Center for Early Childhood Education. References in Early Childhood Services: A Bibliography of Published Materials Pertaining to Child Care and Development Services and Programs. Ellensburg, WA: July 1978. Available from: ERIC ED 176883

This categorized and cross-referenced bibliography of more than 400 books and pamphlets related to early childhood services was compiled to provide an extensive bibliographical resource for people involved in various aspects of child care, with particular focus on day care operation, state regulation, and policy formulation. Also included is a list of approximately 70 books that have been reviewed and critiqued. Categories are: theory/ philosophy; trends/issues; research on children; policies/ regulations; career training/staff development; program planning/ design; program administration; curriculum and materials; children with special needs; family/parent relations; assessment/evaluation; and other bibliographies.

3. Watkins, Charlotte H. Compendium: Day Care Update: Programs, Policy and Research. An ERIC Abstract Bibliography. Urbana, IL: ERIC Clearinghouse on Early Childhood Education, January 1979. Available from: ERIC ED 167241

This abstract bibliography cites approximately 100 ERIC documents and jour al articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each document or article is listed under its major focus, although it may include information on one or more of the other topics as well. Document citations, drawn from RIE, include abstracts of up to 200 words. Article citations are drawn from CIJE; most include brief annotations. Information for obtaining each document or article is provided either in the citation or at the end of the bibliography.

4. Davis, Joseph; Solomon, Phyllis. "Day Care Needs Among the Upper Middle Classes." Child Welfare. September-October 1980; 59(8): 497-499.

The day care needs of upper middle class families are explored through survey data from 1,155 such households in suburban Shaker Heights, Ohio, representing 2,049 children. Many respondents expressed unmet needs for regular child care; having a babysitter or relative in one's own home was most favored, & day care center use least favored. This is similar to findings with lower-income families. Employment-related needs are the principal reason for child care. Governmental policy supporting diverse arrangements, rather than formal day care centers alone, appears desirable. W. H. Stoddard. (c)SAI

5. Riggs, C. R. "Solving the Child Care Dilemma." Dun & Bradstreet Reports. September/October 1982; 30(5): 20-25.

Fifty-two per cent of United States women work. By 1995, the number will rise to 65 per cent. Corporate day care programs are increasing. Strong federal government backing is lacking. Private day care centers are expensive. Various solutions are presented such as on-site company day care. There is a lack of child care legislation and licensing standards vary. There will be a continuing need for day care facilities in the future. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

6. Day Care Centers: Children and Youth. 1964-January 1983 (Citations from the NTIS Data Base). Springfield, VA: National Technical Information Service, January 1983. Available from: NTIS PB83-802397

Centers that have programs for daily care of children and young people are described in the reports cited. Included are centers for the care of infants and children of working mothers, counseling services for delinquent or disturbed youth, and day care for handicapped children not requiring institutionalization.

7. Kamerman, S. B. "The Child-Care Debate: Working Mothers vs. America." Working Woman. November 1983; 8(11): 131-135.

The issue of child care is important again. Most American women are not at home with their children today. A large number of mothers with children under eighteen are in the work force. The greatest demand for child care service is for children under three years old. The quality and cost of day care service varies widely. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

8. Kamerman, Sheila B. "Child-Care Services: A National Picture." Monthly Labor Review. December 1983; 106(12): 35-39.

In 1983, for the first time, 50% of all mothers with children under age 6 were in the labor force. In the near future, the majority of preschoolers will have working mothers. However, relatively little is known about how preschool children are cared for while their mothers are working outside the home. From 1979 school enrollment data and data from a 1977 national study of day-care centers by Abt Associates, indications are that almost 66% of all 3- to 5-year-olds and over 70% of those with working mothers are in some kind of group child-care program. This study suggests an increasing use of preschool as a child-care service, with especially high use by affluent, well-educated, working families. Even less adequate data are available for the child care provided to infants and toddlers. Estimates made from the data provided by the 1977 Current Population Survey indicate that about 33% of those children under age 3 with full-time working mothers and 17% of those with part-time working mothers were in family day care. Tables. References. (c)ABI

9. Steinberg, C. "Child Care Options." Venture. January 1984; 6(1): 87-88.

As more women enter the work force, the demand for child care services increases. There are a number of child care options available. The most popular, and also the most costly, option is in-home care. Another option is outside care in a home setting. Family day-care homes also provide child care. Day-care centers are growing in number. Another source for child care is entrepreneurial corporations. Options can be identified and studied through referral data base networks. Some child care resource names and addresses are included. A cartoon drawing is included. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

10. Spedding, Polly, and Others. Child Care Notebook. Revised. Ithaca, NY: State University of New York. College of Human Ecology at Cornell University, March 1984. Available from: ERIC ED 286644

In six sections, this child care notebook provides basic information concerning (1) child care in general; (2) day care centers; (3) family day care; (4) employers, parents, and child care; (5) school-age child care; and (6) group care for infants and toddlers. Section I focuses on types of child care programs, sources of information about child care and child development, and early childhood periodicals. Section II concerns things to do in starting a center, licensing, choice of a facility, provision of equipment for a center, and center staffing. The operating budget is also covered. Section III suggests things to consider in starting a family day care home, and discusses licensing and taxes, records and insurance, arrangement of the home environment, and the process of planning an educational program. Section IV explores aspects of parent and employer involvement in child care, assessment of child care needs, options for employers, and advantages and disadvantages of these options. Section V discusses organization of a school-age child care program, choice of setting, acquisition of appropriate equipment, the staffing of the program, and the planning of the daily program. Self-care programs for school-age children are also discussed. Section VI provides guidelines for implementing a program of group care for infants and toddlers, and discusses choice of a facility and equipment, staffing, development of a daily program, health and safety, and parent-staff relationships.

11. Biggs, Lucy C. Children's Services in the 80's: What Are They? How Can They Be Met? April 1984. Available from: ERIC ED247024

Paper presented at the Regional Conference of the New England Association for the Education of Young Children (Manchester, NH, April 27-28, 1984).

Contents of this keynote address provide current information about services offered by the Administration for Children, Youth and Families (ACYF). In fiscal years 1984 and 1985, ACYF will continue with program initiatives to improve the quality and effectiveness of Head Start. In addition, ACYF has established a number of initiatives to help support American families in their child care needs. ACYF also continues to be involved in helping states and local communities improve their child care systems and services. To counter child abuse and neglect, ACYF assists states and communities in improving their prevention and treatment activities. Additionally, the organization has implemented a special-needs adoption program and administers a program under the Runaway and Homeless Youth Act. Throughout the past decade, considerable progress has been made in every aspect of children's services. In the future, while the federal government will continue to provide support, leadership at the community and the state levels will be needed.

12. Schweinhart, Lawrence J. Early Childhood Development Programs in the Eighties: The National Picture. Ypsilanti, MI: High/Scope Educational Research Foundation, 1985. High/Scope Early Childhood Policy Papers, 1.

Reports "on the growth and current status of the National Head Start program, publicly and privately funded child care programs, compensatory education programs, early childhood special education programs, and state-funded kindergarten and pre-kindergarten programs." Uses data from the October 1980 Current Population Survey.

13. Livingston, Dodie. Activities of the Administration for Children, Youth and Families. Washington, DC: Department of Health and Human Services. Administration for Children, Youth, and Families, October 17, 1985. Available from: ERIC ED 266873

Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, D.C., October 16-18, 1985).

Discussed are initiatives of ACYF in the areas of Head Start, child care, the National Center on Child Abuse and Neglect (NCCAN), support of historically black colleges and universities, foster care and adoption assistance, the Runaway and Homeless Youth Program, and current and future plans. The discussion of Head Start focuses on cooperative ventures with other agencies concerning running the Child Development Associate program, parent involvement, transition to school, Head Start staff and child caregiver training, curriculum dissemination, mental health, child health and safety, and adult illiteracy. National data concerning child care are reported, and efforts to provide public information and fund research and demonstration projects assisting parents, local communities, and states in meeting their child care needs are briefly described. Also described are ways NCCAN meets its responsibility for generating knowledge and improving programs; collects, analyzes, and disseminates information; operates a state grants program; and coordinates federal efforts. Future directions of the Center, for fiscal year 1986, are specified. Also provided are statistics and background information concerning foster care and adoption, along with capsule descriptions of past accomplishments and future objectives. Major strategies for the targeting of ACYF resources are revealed.

14. Directory of Child Day Care Centers. Phoenix, AZ: Oryx Press, 1986.

A four-volume reference directory on licensed child day care facilities in the United States, divided geographically into the following regions: Northeast, North Central, Western, and Southern. Arranged alphabetically by state and city, entries include the name and address of a facility, with most entries also including a telephone number, contact name, capacity, and age range served. An index contains an alphabetical listing of facilities by name. An appendix notes how individual states license their day care facilities and gives the office to contact for more information.

15. Blank, Helen; Wilkins, Amy. Child Care: Whose Priority? A State Child Care Fact Book. Washington, DC: Children's Defense Fund, 1986.

Contents include: the need for child care and help in meeting its costs; state, county, and local child care programs' report of a serious gap between the need for and the availability of child care; elements of a state care agenda; and a list of percentages of working women with preschool and school-age children by state.

16. Presser, Harriet B. "Shift Work Among American Women and Child Care." Journal of Marriage and the Family. August 1986; 48(3): 551-563.

Data from the 1982 United States Current Population Survey reveal a high prevalence of shift work among 2,419 mothers aged 18-44 with a preschool-aged child: about 17 percent of such mothers who are employed full time, & about 20 percent of those employed part time, work other than regular daytime hours. Marital status is a determinant of shift-work status for full-timers; its prevalence being almost twice as high among the unmarried as among the married. The relationship between shift-work status & child-care use is examined, showing primary reliance on father care when married mothers are employed full time or part time. While the majority of part-time employed mothers rely on father care for the youngest child, these mothers are also the most likely to indicate that they are constrained from working more hours because of the unavailability of child care. 4 Tables, 22 References. Modified HA. (c)SAI

17. "Dateline Child Care." Child Care Information Exchange. May 1987; (55): 9-10.

Reports on developments and trends affecting child care programs. Considered are mass media coverage of the issues surrounding child care, notably the Galinsky-Belsky debate on television's Today show, and cover story articles in Nation's Business and Fortune.

18. Russell, Cheryl. "Wanted: Experienced Teacher for Full-Time Position; Poverty-Level Wages; No Benefits." American Demographics. May 1987; 9: 7.

The U.S. Bureau of Labor Statistics reports that child-care workers earn about $8,500 annually, or $163 each week. This salary level would place a single-parent preschool teacher with two children on welfare. The supply of child-care teachers in the U.S. is declining. Many of these teachers eventually quit their profession for better-paying jobs elsewhere. New York State reports a 40 percent turnover rate for preschool teachers. (c)SAI

19. Schwartz, Joe. "After School." American Demographics. June 1987; 9: 60+.

The percentage of school-aged children who are cared for after school by their parents is in decline. Three out of four elementary-age children are looked after by their parents after school today, compared to 82 percent in 1974. Seventeen percent of children aged 5 to 13 are supervised by older siblings, a day-care worker or some other adult, and about seven percent are 'latchkey' children who are alone after school. U.S. Census Bureau data shows that although the number of children without adult after-school supervision held steady between 1974 and 1984, the proportion of children of working women in this category declined from 11 to 8 percent. The need for after-school day care is likely to rise along with the increasing share of working mothers. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

20. "Welfare Mothers." American Demographics. June 1987; 9: 13+.

Welfare mothers require affordable day care services in order to leave the welfare system and enter the work force. Research indicates that poorly educated, low-income mothers are prevented from working at all by the lack of such child care, especially if they are unmarried, black, or from low-income families. Fifty-three million U.S. women make up 44 percent of the civilian labor force. Forty-eight percent of women with children under one year of age work; fifty-four percent of those women whose children are under age six also work. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

21. Hofferth, Sandra L.; Phillips, Deborah A. "Child Care in the United States, 1970 to 1995." Journal of Marriage and the Family. August 1987; 49: 559-571.

The authors profile the current distributions of children in nonparental care and look at trends over the past two decades. They then present the most recent information on the current supply of child care and trends in that supply. Finally, implications of the recent developments for the supply of and demand for child care in the future are discussed.

Handicapped Children

1. Klein, Nancy K. "Disabled Children Need Day Care Too." Education Unlimited. January-February 1981; 3(1): 50-53.

The needs of parents of severely disabled children for day care services are considered, and the advantages for children of integration with nondisabled peers are noted. Three models designed to facilitate the integration of severely disabled children into community day care settings are described: the Technical Assistance Project, a consultation model; the Staff Development Preservice/Inservice Model, an approach offering training in special needs education; and the Consultation Team model, which relies on an interdisciplinary approach.

2. Smith, Craig; Greenberg, Michael. "Step by Step Integration of Handicapped Preschool Children in a Day Care Center for Nonhandicapped Children." Journal of the Division for Early Childhood. April 1981; 2: 96-101.

The article reports the effects of step-by-step integration of four cognitively and/or behaviorally handicapped preschool children in a day care program designed to serve nonhandicapped children. Effects were measured using time-sampling observational techniques. Results were mixed. Some negative effects were suggested by the data. The report concluded that integration on the preschool level in nonoptimal, practical situations poses some definite risks and drawbacks.

3. Rule, Sarah, and Others. "Training and Support for Mainstream Day Care Staff." Early Child Development and Care. 1985; 20(2-3): 99-113.

Describes a system of in-service training and support delivered to mainstream day care personnel by the staff of the Social Integration Project. The results of the project's goal to integrate handicapped preschool children into day care programs are measured by the progress of the children served and by teacher attitudes.

4. Rule, Sarah, and Others. "Day Care for Handicapped Children: Can We Stimulate Mainstream Service Through a Day Care-Special Education Merger?" Child Care Quarterly. Winter 1986; 15: 223-232.

Describes child placement, staffing patterns, and teaching formats that enable caregivers to use routine day care activities as teaching opportunities for handicapped preschoolers.

5. Bailey, Donald B., Jr.; Winton, Pamela J. "Stability and Change in Parents' Expectations About Mainstreaming." Topics in Early Childhood Special Education. Spring 1987; 7(1): 73-88.

Assessment of the expectations of families with handicapped (N=9) and nonhandicapped (N=50) young children before and after the introduction of handicapped children into a day care center revealed both groups felt that the greatest benefits were derived from exposing children to the "real" world and promoting acceptance of handicapped children.

6. Klein, Nancy; Sheehan, Robert. "Staff Development: A Key Issue in Meeting the Needs of Young Handicapped Children in Day Care Settings." Topics in Early Childhood Special Education. Spring 1987; 7(1): 13-27.

The Special Education/Early Childhood Consultation Model provides on-site consultation to help day care providers acquire skills to adapt and modify activities to facilitate the social integration of handicapped children in all activities of the day care program.

7. Bagnato, Stephen J., and Others. "Integrated Day Care as Special Education: Profiles of Programs and Children." Topics in Early Childhood Special Education. Spring 1987; 7(1): 28-47.

Individual profile analysis of 13 Handicapped Children's Early Education Program day care programs and handicapped (N=23) and nonhandicapped (N=22) children served in the program revealed a wide range of functional capabilities of the children and the frequently cited goal of socialization of all children.

Industry: General

1. Feasibility of Establishing a Day Care Center in Kansas City, Missouri. Kansas City, MO: Black Economic Union of Greater Kansas City, March 1980. Available from: NTIS PB80-153414

The report recommends consideration for financing a day care center. The report envisions that a day care center would be of mutual benefit to employees and employers. Employees would have a modern, preschool education-oriented center available at a cost within their means. The Black Economic Union proposed that a day care center be established in conjunction with the economic development that was beginning to take place in the area. It was conceived as an integral part of the marketing for industrial development.

2. Eisenberg, Richard. "How Employers Can Help." Money. November 1980; 9(11): 89-92.

Although it is not yet widely apparent, employers are quietly bending the rules to ease the strain on working couples. Business is slowly responding to the reality of the 2-income family. Working couples are asking for help with: 1. day care, 2. flexible hours so that parents can share parental duties, 3. adjustments in fringe benefits so that insurance benefits do not overlap but vacations do, and 4. job-placement services to help spouses find new jobs when their mates are transferred. The willingness of the employer to make concessions often depends on an employee's seniority or talents. The U.S. lags far behind Europe in family benefits offered by employers. In countries with strong trade-union support or welfare-state programs, maternity leaves are for years instead of months. (c)ABI

3. "Child Care Benefits: A Plus for Management and Employees." Effective Manager. June 1981; 4(9): 3-5.

The number of women with children entering the workforce is growing rapidly, and corporations are finding it to their advantage to help these women employees with child care. Firms such as Wang Laboratories and Corning Glass have found that such assistance improves both productivity and employee morale. Many companies are getting involved in provision of such services, although the initial costs for sponsoring day care can be high. According to Jan Yocum of the Day Care Council of America, on-site centers should be a last resort because they can be very expensive. She cites some alternatives that can be less expensive and just as effective, including: 1. use of community centers, 2. a voucher system where the company shares the costs of day care, 3. consortiums in which firms share the cost of day care facilities, and 4. child care insurance programs. Honeywell (Minneapolis, Minnesota) has developed

a computerized referral system to aid employees in finding out what day care facilities are available to them. The company opting to provide some sort of day care help must assess employee needs and investigate methods for offsetting costs. (c)ABI

4. Carey, Diane. "Employer-Supported Child Care and Public Policy." UCLA Educator. Fall 1981; 23(1): 48-55.

Considers (1) subsidized, nonsubsidized, and employer-supported child care; (2) child care concerns of private industry (e.g., expanding need, eligibility, and custodial versus developmental programs); (3) barriers to employer-supported services (e.g., costs, underutilization of center, and inequality of benefits); (4) planning considerations; and (5) needed public policy changes. Includes data tables.

5. Collins, Natalie Madgy, and Others. Business and Child Care Handbook. Minneapolis, MN: Greater Minneapolis Day Care Association, 1982. Available from: ERIC ED 226856

Intended as a resource for corporate and industrial managers, employee groups, and others, this handbook provides basic discussion of child care and offers a guide for decision-making. After the first chapter's brief introductory discussion of possible motives for becoming involved with child care, chapter 2 analyzes the phenomenon of the working mother by examining changes in the structure of the American family, changes in the composition of the work force, and the need for child care services. Costs of child care are specified and discussed in chapter 3. In chapter 4, direct and indirect child care program options and elements of decision-making processes for employers are pointed out. Chapter 5 presents a business and child care project needs assessment system, a summary report of a needs assessment, and a sample child care study proposal. The seventh and concluding chapter briefly discusses the history of employer involvement in child care services in the United States. Various related materials are appended, including a glossary of terms, names and addresses of sponsors providing child care options, a directory of child care services and resources, an annotated list of federal and Minnesota state legislative acts relating to child care, several fact sheets, a list of references and related readings, and a brief list of compiled bibliographies.

6. Timmins, W. M. "Day Care Programs and Public Employees: A New Initiative and Direction for Public Personnel Systems." Public Personnel Management. 1982; 11(13): 256-267.

Nearly half of all women with children under six are in the work force. Day care centers for these children are a prime concern of employers. Lack of care keeps women in part-time or low- paying jobs. A child care center is examined. Personnel and staffing policies are given. Reasons are given for people rejecting other centers. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

7. "Day Care: Approaches to Providing the Benefit." Employee Benefits Journal. March 1982; 7(1): 22-23,29.

Some companies already offer their employees child care assistance, and recent legislative changes may encourage more employers to offer this benefit. Specifically, under the Economic Recovery Tax Act of 1981, companies may set up tax-favored dependent-care assistance programs to help pay for employee child care expenses. Under this legislation, if child care assistance is offered as a formal written plan and does not discriminate in favor of highly compensated employees, employees who use the benefit will not have to report its value as taxable income. Furthermore, such expenditures can be deducted by the employer as ordinary business expenses. Several successful corporate day care programs are examined, including: 1. the Children's Center of Stride Rite Corporation in Boston, Massachusetts, 2. the Red Rope Learning Center of Red Rope Industries in Bristol, Pennsylvania, and 3. the Children's Village of Abt Associates in Cambridge, Massachusetts. Also discussed is the day care network of New York City, which has the largest and oldest organized day care program for children of any municipality in the US. (c)ABI

8. Ornati, O.; Buckham, C. "Day Care: Still Waiting Its Turn as Standard Benefit." Management Review. May 1983; 72(5): 57-61.

There has been a great increase in the number of working mothers to the work force. With this increase has come increased discussion about child care as a company benefit. At the same time there has been decreasing government support for day care facilities. Several alternatives are explored. While on-site day care sounds appealing, numerous problems discourage it. Undoubtedly, companies will provide some type of day

care program for their employees within the next several years. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

9. Saseen, S. M. "Agency/Company Day Care Benefits: A Necessity for the 1980's." GAO Review. Summer 1983; 18(3): 33-37, 50.

Changes in the work force have brought about changes in the importance of quality child care to employers as well as employees. Women and single parents have become a large part of the work force with nearly half of their children being cared for by unrelated persons. One-parent nuclear, as opposed to two-parent extended, families have become quite prevalent. A report released in 1981 determined federal government child care policies to be inadequate. Child care services have not kept up with demand. The major portion of federal child care support is in the child care tax credit which is not adequate for those with incomes under $15,000. Child-care support has been increasing in the private sector with commitment for a variety of reasons. Two categories of assistance in child-care exist: those company-owned or operated; and those which offer employee assistance, benefits, and policies. Several alternatives are considered, including: 1) on-site child care centers, 2) referrals, 3) sensitive personnel, 4) vendor programs, and 5) voucher programs. The benefits and existing federal settings are listed for each. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

10. Rodriguez, Robert A. "How to Judge Your Day Care Options." Personnel Administrator. August 1983; 28(8): 41-44.

Currently, companies are discovering that many more employees are needing child care services. This situation is a result of: 1. children of the baby boom era are having their own babies, 2. two-paycheck families are becoming the norm, 3. more single parents, and 4. career-oriented women are enjoying motherhood without sacrificing their professional goals. A recent study of employer-supported child care reported a number of benefits, including: 1. lower job turnover, 2. lower absenteeism, 3. improved employee attitudes toward employer, 4. the ability to attract new employees, and 5. increased publicity. An employer can choose from several alternatives in assisting employees with child care. The information option involves setting up a clearinghouse for information about child care available in the local community.

The referral option involves referring employees to existing child care services in the community, then reducing the employees' child care costs through a lower rate negotiated with the day care center or through a partial subsidy. The on-site option represents maximum company commitment. References. (c)ABI

11. Burud, Sandra L., and Others. Employer-Supported Child Care: Investing in Human Resources. Boston: Auburn House, 1984.

Some of the topics covered include: the relevance and possibilities of employer-supported child care, what companies gain from child care, how can needs be determined, and company options and how they are implemented.

12. Wilson, Carol L.; Wilson, Joseph W. (California State University, Fresno). Employer Sponsored Child Care: A Growing Trend. 1984.

Paper for the Western Social Science Association.

One of the most important issues facing employers in the 1980s & 1990s concerns demands for family-oriented benefit programs. Foremost among these are benefits that provide for child care & focus on the needs of families, especially single-parent families. Some companies are already responding with innovative fringe benefit programs to assist their employees with this essential aspect of working parenthood, eg: several have established day/after-school care facilities; others provide tax-free reimbursement accounts—from which employees may withdraw funds on an annual basis to cover major yearly expenses, eg, child care & legal services; & a few provide eligible employees with vouchers to cover all or part of their child care bill. Recent changes in the tax code have encouraged employers to provide day care assistance plans; this is especially important in view of recent spending cutbacks that have seriously undercut many public day care programs. A favorable tax environment is even more important for the estimated 46% of working women who will have children under age 6 needing some type of child care service by 1990. Employers are discovering that helping workers care for children pays off in terms of reduced absenteeism & personnel turnover, higher production, & higher levels of employee morale. (c)SAI

13. Turner, P. H.; Gallegos, B. "A Comparison of the Day-Care Needs, Attitudes, and Practices of Intact and Single-Parent Families." Journal of Employment Counseling. March 1984; 21(1): 19-30.

About one million United States children are enrolled in day-care centers, and five million receive care in private homes. Single and married parents answered questionnaires about child- and day-care. Married parents reported an income three times greater than that of single parents. Single parents reported that they chose a day care facility on factors like: personal qualities of the care givers, cleanliness, and program activities. Married parents' factors for choosing a day care center were similar. All parents need a day-care service convenient to home or work, and single parents have a significant problem with the cost of care. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

14. Langevin, K. "Day-Care Benefits Meet Employer Resistance, but Staffing Needs May Key Long-Term Growth." National Underwriter (Life/Health). March 24, 1984; 88(12): 3, 25.

Fifty percent of the 8.2 million preschool children in the US are cared for each working day by someone other than their parents. However, despite these statistics, only about 10% of employers currently offer any type of dependent day-care assistance to their employees. One of the reasons that dependent day care is not widely offered is that some employers feel this benefit will be used primarily by the younger employees. The employers think this would be unfair to other employees. Still, employers soon may be forced to consider day-care benefits due to staffing problems. In the near future, it is going to be difficult for companies to hire the employees they need unless day-care assistance is provided. Employers wishing to provide day care have various options, including on-site day care and off-site consortium day care. (c)ABI

15. Langevin, K. "Day-Care Benefits Meet Employer Resistance, but Staffing Needs May Key Long-Term Growth." National Underwriter - Property & Casualty Insurance. March 30, 1984; 88(13): 32,44.

Many companies have long resisted establishment of child care for their employees. Many employers feel such day care centers would benefit only the younger women employees. Corporations must realize that future staffing needs may require suitable child care. Greater numbers

of women and, in particular, working mothers, comprise today's workforce. Seminars are available to corporations to help determine the type of facility that would best suit the employees. Both on-site and off-site child care centers are options. These are discussed. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

16. Lumpkin, Julie. "Corporate Child Care." Business & Economic Review. April 1984; 30(3): 10-14.

The majority of companies do not provide employees with any sort of child care despite the fact that almost half of all U.S. women work outside the home. However, industry is slowly beginning to take more responsibility for providing this type of care. There were only 105 child care programs in 1978, but by 1982, there were 415 known programs. Most of the child care programs are carried out in on-site facilities, but there are other options, such as: 1. a consortium of firms funding a child care center, 2. purchase of slots in child care centers, 3. provision of a cash subsidy to pay for child care, and 4. provision of information about community child care resources. Benefits to the employer include lower turnover and absenteeism. The disadvantages most often cited involve high cost and liability and discrimination against employees who are not parents. Options for employer-supported child care are presented in tabular form, including pros, cons, and the tax ramifications of each. Table. References. (c)ABI

17. Leeds, Mark H. "Legal Trends: Child Care Leaves." Personnel Administrator. May 1984; 29(5): 5-8.

Because of the expanding roles of women in business and men in child care, many companies are struggling with the problems of providing nondiscriminatory child care leaves while keeping their businesses operating smoothly. While few, if any, jurisdictions require employers to provide for child care leave, the law does demand that if child care leave is available at all, it must be afforded both mothers and fathers. In granting such leave, the special purpose of the leave should not be overlooked. To avoid the confrontation and frustration that could result from seeking such a leave, alternatives should be considered, such as: 1. a more equitable sharing of child care leaves between employers, 2. sporadic short-term child care leaves, and 3. job-site day care centers. In addition to providing an alternative means of promoting closeness

between parent and child, the job-site day care center also has been found to contribute to increased productivity and diminished absenteeism. (c)ABI

18. LeRoux, M. "Child-Care Referral Benefits Coming of Age." Business Insurance. May 28, 1984; 18(22): 34,37.

A growing number of employers are establishing information and referral services or purchasing information from community services regarding child care for their employees. The child care information provided generally includes openings for care, location and cost. A major Fortune 500 company will establish a child care information hot line in the summer of 1984. Steelcase, Inc., Grand Rapids, Michigan, has an extensive child care referral service. In St. Louis, twenty-five employers use the Child Day Care Assn. referral service. The cost of this service ranges from $1.07 to $2.25 per employee per year depending upon the number of employees, with a minimum cost of $100. There is a city wide information and referral service being used by four employers in Cleveland. Equitable Life Assurance Society of the United States is testing information and referral services in New York. Another approach to information and referral services is an employer consortium in Hartford, Connecticut. The consortium's annual budget was $46,000. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

19. Rappaport, Margaret. "Child Care Comes of Age." Management World. November 1984; 13(10): 30-32.

Due to the rising birth rate and the growing commitment of young adults to the monetary and social rewards of paid work, child care has become a central problem for working parents and businesses. This fact, coupled with a growing shortage of quality child care facilities, has prompted many employees to turn to their employers for assistance. The company can opt for an employer-responsibility program by establishing a child care center on or near the worksite, which would offer bargain rates, convenience, and security to the employees. However, the employer faces a large capital investment and liability for the actions of the center. Other options are available through employer-assistance programs, including: 1. the vendor system, wherein the employer buys a number of spaces in one or several child care centers, then resells them

to employees at a lower cost, and 2. the voucher system, which offers employee coupons worth money toward child care costs. Charts. (c)ABI

20. Jacobs, Sally. "Who Is to Pay the Day Care Bill?" New England Business. November 19, 1984; 6(19): 83-89.

As women have entered the workforce in increasing numbers, the day care facilities available to them have not kept pace. Parents frequently run into severe difficulties in finding the right arrangement for their children. The cost of child care has become prohibitive in many cases, leading to the question of who will pay for it. About 1,800 companies are currently providing some kind of child care assistance for their employees, but many such programs are limited at best, offering care to only a small number of children at a huge cost to parents. The result is children left home alone or mothers on welfare. Stride Rite Corp. has 2 children's centers in Massachusetts. Although employees pay $25-$60 a week, the firm still spends some $100,000 a year on subsidies. The waiting lists at the 2 facilities are so long, however, that many children will be too old by the time they are admitted. Another highly respected program is offered by Polaroid Corp., which has made available a voucher system to about 100 employees with annual incomes of under $25,000. (c)ABI

21. Hignett, William F. "Marketing Comprehensive Child Care Resources." Journal of Children in Contemporary Society. Winter 1984; 17(2): 77-89.

Explains how and why a nonprofit agency initiated and developed new products and services to advance the quality of child care in a large metropolitan area. Describes how, through market studies, two distinct market segments were identified, each with distinct subdivisions and unique needs. Explains how the agency met the needs of each segment.

22. Laskowski, Gail S. "Marketing a Not-for-Profit Child Care Program in a Rural Area." Journal of Children in Contemporary Society. Winter 1984; 17(2): 59-66.

Details marketing strategies which, through effort rather than expense, increased enrollment in a rural child care program 1,470 percent in 9

years. Market segments targeted included general public, clients, grandparents, staff members, funding sources, legislators, children, and doctors and other professionals. Included many segments to disperse the workload and increase the commitment of participants.

23. Child Care Programs and Developments. Washington, DC: Employee Benefit Research Institute, 1985. EBRI Issue Brief 42.

Discusses the changing demographics of the family and the work force, the range of employer-provided child care services, and legislative and public policy developments that could affect child care and related benefits.

24. Smith, Larry. "Corporate-Funded Day Care." Employment Relations Today. Autumn 1985; 12(3): 267-271.

Corporate-funded day care has become a significant option for personnel and financial planners. Examples illustrate various day care alternatives. However, many companies may be deterred by potential liability and responsibilities. In addition, insurance premiums can be high, and government regulations are sometimes intricate. Actually, though, companies offering programs have found fewer problems than they expected. Subsidizing outside day care eliminated the problem of liability, although parents may feel they have less input in such situations, and convenience is reduced. Companies should also note tax considerations. Initial capital costs are fully deductible, and ongoing costs are deductible as business expenses if the facility is shown to directly affect absenteeism, turnover, or recruitment. (c)ABI

25. LeRoux, M. "For-Profit Centers Open Doors to Daycare." Advertising Age. February 14, 1985; 56(12): 30,32-33.

For many years, daycare centers were regarded as little more than necessary custodial services that working mothers needed for their children. Today, due to good marketing, daycare centers have repositioned themselves as positive learning and social environments for young children. A chart gives statistics from the U.S. Census Bureau showing where the children of working parents are cared for. 40.2 percent are cared for in homes, whereas daycare centers have only 15 percent of the

market. Daycare centers are using advertising and direct mail campaigns to target two-income, affluent parents. Kinder-Care Learning Centers is the largest for-profit daycare chain. It advertises its "learning ladder" to meet the needs of children. Kinder-Care revenues increased from $57 million in 1980 to $160 million at the end of fiscal 1984. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

26. LeRoux, Margaret. "IBM Sets Up Child-Care Referral Network." Business Insurance. February 25, 1985; 19(8): 22.

Employees of International Business Machines Corp. (IBM) can utilize a national network of day-care referral services to determine who will care for their children. The network of more than 200 child-care referral services resulted from a contract between IBM and Work/Family Directions, a day-care consulting firm. IBM employees throughout the U.S. and in Puerto Rico and the U.S. Virgin Islands have been using the service since July 1984. Other companies can arrange with Work/Family Directions for their employees to have access to the network. Under the system, IBM workers receive the names of child-care providers that meet their specific needs and that have current openings. An estimated 5 percent of IBM's 220,000 U.S. employees will use the child-care referral service during its first year—for free. In areas where child-care referral services were inadequate or nonexistent, IBM and Work/Family Directions assisted in the establishment of such services. (c)ABI

27. Hitchings, Bradley. "Today's Choices in Child Care." Business Week. April 1, 1985; (2888): 104-108.

Locating satisfactory child care is a challenging task for working parents. The need has increased, but the supply of services has also expanded rapidly. The most popular arrangement is an informal one under the heading of "family day care," in which typically a woman with a preschool child of her own watches a handful of neighborhood children. However, the number of professionally run child care centers is increasing rapidly and many accept infants. The age of the child often determines the approach taken. Live-in help is desirable for children under age 3. Many people are turning to the nonprofit or for-profit services that help find suitable candidates. For a registration fee, the service will recommend candidates and send out as many candidates as necessary. While this reduces the risks and saves time, it does not save

money. These trained nannies receive $200-$250 a week. Many services screen candidates with an interview, police check, health examination, and credit check. (c)ABI

28. Silverman, Leonard. "Corporate Childcare." Vital Speeches. June 1, 1985; 51(16): 503-506.

For both the family and human resources management, the major issue of the 1980s may prove to be the growing demand for corporate-supported, quality child care. Child care has become a necessity for all workers at every level of the corporation. U.S. business can take the initiative by developing innovative solutions that take advantage of today's emerging demographics, which include a dramatic increase in the number of women in the labor force with children under the age of 6. Employer-supported child care clearly will affect the bottom line of US business in 3 productivity related areas. It will: 1. reduce absenteeism, 2. enhance the recruitment of top talent, especially in high-technology industries that employ large numbers of women, and 3. help industry retain trained employees. The Roche Child Care Center is a good example of what can be accomplished in employer-supported child care. (c)ABI

29. Browne, Angela C. "The Market Sphere: Private Responses to the Need for Day Care." Child Welfare. July-August 1985; 64(4): 367-381.

The provision of day care services in the private sector is motivated, directly or indirectly, by profit; & much of the demand for services is work-related & thus of interest to unions & employers. A review is presented of business-government partnerships & of employer-sponsored day care. The problem of evaluating investments in care is examined from the perspectives of both employees & employers. Contrary to common assumptions, both profit & nonprofit day care services operate under a mix of economic & moral motives. The operation of consumer choice in day care is examined. W. H. Stoddard. (c)SAI

30. "Employers Respond to Two-Career Families/Corporate Child Care: Making an Impact on Productivity." Chain Store Age Executive. July 1985; 61(7): 11-13.

Retail companies are leading the way in providing child care for dual-career families. The retail business employs 17.7 million workers, of which 52.2 percent are women. Of these, 162,000 are employed in professional specialty positions, and 508,000 are employed in executive and administrative manager positions. Zale Corp. (Irving, Texas) has an employee-sponsored day-care facility, and 20 percent of the facility users are men. Services offered by companies include: 1. child care, 2. child-care referral services, 3. maternity or parental leaves of absence, 4. flexible workplace or time, 5. care assistance plans for dependents, 6. reimbursement accounts, and 7. seminars for work and family. Companies view these programs as an investment and not primarily as a women's issue. According to data from Catalyst, a working women's information clearinghouse, benefits to employers include: 1. a reduction in recruiting costs and absenteeism, 2. increased productivity and morale, and 3. a better rate of employee retention. Expenses, usage, and equity are major employer concerns. Graphs. (c)ABI

31. English, Carey W. " 'Tot Care' Brings a Bundle of Benefits for Employees." U.S. News & World Report. November 25, 1985; 99: 86.

Covers corporate day care centers. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

32. Susser, Peter A. "Balancing Work Place and Family Concerns." Employment Relations Today. Autumn 1986; 13: 245+.

Workforce demographics are encouraging employers to address the needs of employee responsibilities for care of children and dependents. Bureau of Labor Statistics studies support the growing need for child care and some firms, such as 3M Corporation, have responded with subsidies and on-site alternatives, yet some private firms choose noninvolvement, while some public sectors have launched innovative initiatives. Other considerations such as care for the elderly, maternity leave (paternity), and employee health are giving rise to options of flexible employment, state statutes, and wellness programs. Unions are adding support to these innovative benefits packages. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

33. Bonfield, Phyllis K. "Working Solutions for Working Parents." Management World. February 1986; 15: 8+.

Only 18 percent of employers provide flexible programs that allow for child care, yet over 50 percent of all working mothers have children six years old and younger. Company-provided child care centers are unpopular, since they take children out of their neighborhoods and are costly for a company. Top management appears to be unaware of the growing child and flexible scheduling needs of the dual-working household. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

34. Friedman, Dana E. "Child Care for Employees' Kids." Harvard Business Review. March/April 1986; 64(2): 28-34.

The roughly 2,500 US companies that help employees with child-care needs believe that their efforts improve recruiting, morale, productivity, and quality, while simultaneously reducing accident rates, absenteeism, tardiness, and turnover. The concerns of businesses that have taken no action in this area are unfounded; in fact, some company-provided child-care costs are remarkably low. Company involvement may take 4 routes: 1. providing services where community supply is deficient, 2. offering information regarding parenting or quality care selection, 3. giving financial assistance for purchasing community services, and 4. freeing up employee time to facilitate the balancing of family and work responsibilities. In selecting an appropriate program, a business should evaluate management objectives, employee needs, and community resources. Slow but steady growth is likely in employer-supported child care as it emerges as a competitive fringe benefit. Tables. References. (c)ABI

35. Halcomb, Ruth. "Women at Work." Incentive Marketing. April 1986; 160(4): 72-80.

Some predict that, in 10 years, there will be as many women in the workforce as there are men. One analyst believes that the needs of management women are different from those of men or reentry women. Programs for management women should include employee assistance, career counseling, and succession planning. Other programs increasing in popularity are: 1. flextime, 2. flexible benefits, 3. relocation assistance, and 4. child-care assistance. On-site child-care centers are very

popular with women workers, but few companies have instituted them. In communities where there are sufficient child-care facilities, companies are offering child-care resource and referral services. Such companies as Zale Corp. and Honeywell Inc. offer educational programs, including lunchtime or after-work seminars on family-related topics. Baxter Travenol redesigned its employee relocation program based on an employee survey, and it now communicates more closely with the spouses of those being transferred and offers a travel kit for the family. (c)ABI

36. Newton, Margaret M. "Child Care: The Employee Benefit of the '90s?" National Underwriter (Property/Casualty). April 11, 1986; 90(15): 46-47.

Less than 0.5 percent of US employers currently provide any type of child-care service for their employees, but by 1990, 10.4 million children under age 6 will have mothers in the workforce. However, corporate efforts to reduce labor and benefit costs conflict with establishing a new, essentially untried benefit. Little empirical evidence supports the intuitive assumptions that child-care programs improve productivity, attendance, turnover rates, and motivation. Employers do not necessarily have to establish on-site centers for child care. Other options, include information and referral services, flexible compensation plans, vouchers, discounts, and other direct financial support to employees. Some employers have formed child-care consortia with community groups and/or public agencies. Vouchers offer the most promise since they allow employees to make the ultimate choice in child-care arrangements. (c)ABI

37. Spruell, Geraldine. "Business Planning for Parenthood." Training & Development Journal. August 1986; 40(8): 30-35.

A small number of U.S. companies are sponsoring various child-care assistance programs to help ease work/family conflicts. Figures show that most women no longer leave the workforce after having children, and many employed women do not leave their worries behind when coming to work. Conflicts stemming from people trying to combine work and family will increase. Employers are having to revise existing corporate practices concerning child care, maternity leave, and work schedules to meet the needs and expectations of dual-career couples and single parents. To help workers combine parent and employee roles,

some firms are providing: 1. on-site day-care centers, 2. discounts and vouchers, 3. child care referral services, 4. flexible time and benefits, and 5. extended leave. The limited research that has been done in the area suggests that corporate response to family issues can mean reduced absenteeism, turnover, and tardiness, and increased morale, loyalty, and productivity. (c)ABI

38. Dilks, Carol; Croft, Nancy L. "Child Care: Your Baby?" Nation's Business. December 1986; 74(12): 16-24.

Although only 3,000 or so companies are actively involved in some form of child care arrangements for employees, hundreds of additional companies are exploring options, and the trend toward providing child care is growing significantly. By 1990, the percentage of working mothers with young children is expected to increase from the current 50 percent to 75 percent. Child care is an opportunity for the business world because of the entrepreneurial possibilities afforded in providing services. Although the federal government is involved in child care through tax incentives and state grants for specific programs, it is the private sector that is expected to continue to play the most significant role. Employers should recognize that they can benefit from helping provide child care through: 1. reduced absenteeism and tardiness, 2. reduced turnover, 3. improved productivity, 4. increased recruiting options, 5. improved morale, and 6. enhanced corporate image. Because of the variety of options available, a company should consult with its employees before embarking on a program. (c)ABI

39. Magid, Renee Y. "When Mothers and Fathers Work: How Employers Can Help." Personnel. December 1986; 63: 50+.

Despite the fact that 80 percent of all working women are of child bearing age, and despite the rapid increase in the number of two-income families, very few companies make concessions to the needs of working parents. Employees are expected to put in hours or travel as required by their jobs, to relocate when needed, and to leave family problems at home. Employers need to adapt to the changing structure and needs of American families; there is growing evidence that absenteeism and employee turnover can be reduced by creating programs that are responsive to the needs of working parents. A number of alternative programs that attempt to provide inexpensive child care and flexible

career paths are described. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

40. Bhatia, Gauri. "Corporate Child Care: When the Company Guards the Nest." CFO: The Magazine for Chief Financial Officers. April 1987; 3(4): 55-56,59.

With one of every 10 workers a single parent, child care has become a pressing concern. Some firms are finding that there are advantages to providing child care. Berkshire Life Insurance Co., for example, decided to establish a child care program on its premises when 14 of the firm's highly regarded, well-trained employees were pregnant at the same time. While this is the most expensive approach to the growing concern over child care, companies also can let employees select an outside child care program or opt for a licensed family day care. Companies that establish their own child care centers must meet strict state regulations. They also must insure themselves against children being hurt and hire a well-trained staff. Generally, a consultant is hired to find a director and staff. One option for small companies is to form a consortium in which several firms put up the money for the facility, while employees' fees cover staff salaries and maintenance costs. About 50% of the companies supporting child care finance the services through flexible benefits plans. (c)ABI

41. Narod, Susan. "Employers Begin to Adopt Day Care." National Underwriter (Property/Casualty/Employee Benefits). April 13, 1987; 91(15): 74-75.

About 3,000 US companies offer some type of child care for employees. Corporate culture is one of the key factors in determining whether a company will provide child care or eldercare (the latter offered by only a few companies). The firms that provide child care services tend to be larger and female-intensive. Likely providers include insurance companies, hospitals, and high-technology corporations. Some companies choose to set up child care centers onsite, either operating them themselves or renting space to a professional organization to run. Other businesses contract with nonprofit or profit-making businesses to operate programs, and financial arrangements vary by employer. Other types of company involvement include: 1. offering vouchers as a direct subsidy

to employees, 2. helping to organize family day-care providers, 3. providing referral services, and 4. providing nurturing hotlines for after-school communication with a child home alone. (c)ABI

42. Silverman, Leonard. "Corporate Child Care: Playpens in the Boardroom or Productivity Investment?" USA Today Magazine. May 1987; 115: 67-69.

Corporate support for child care is still in its infant phases, with many questions yet to be resolved—costs and benefits, the best options for each company, how to ensure high-quality care, and to what degree the company should be involved in day-to-day management.

43. Velleman, Susan J. "A Benefit to Meet Changing Needs: Child-Care Assistance." Compensation and Benefits Review. May-June 1987; 19: 54+.

The number of employers providing some kind of employee child-care assistance has increased along with the number of working mothers. Types of child-care assistance include: child-care services information, employer-sponsored child-care services, and voucher systems in which payments are made directly to child-care providers. Child-care services provided through cafeteria or flexible benefits plans are eligible for certain tax advantages. Employers should take care to ensure that employees understand forfeiture requirements when communicating benefits plans provisions. The employer should also ensure that the employee understands the impact of the child-care plan chosen on the employee's income tax and Social Security benefits. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

44. Hamilton, Joan O'C. "California Makes Business a Partner in Day Care." Business Week. June 8, 1987; 100.

Discusses licensing more day care facilities with the help of corporations. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

45. Ribaric, Ronald F. "Mission Possible: Meeting Family Demands." Personnel Administrator. August 1987; 32(8): 70-79.

Companies are developing a variety of child care benefit programs tailored to their employees' needs. For example, The Parent Resource Center is a child care center established in a Waltham, Massachusetts, office park that serves families from the 30 park companies. Individual companies could not afford to establish child care, but the shared resource works well. To reassure parents whose "latchkey children" go from school to an empty home, telephone programs have been established by numerous businesses in the US to provide information and support to children who are home alone. In 1982, Steelcase Inc. (Grand Rapids, Michigan) introduced the practice of job-sharing, which has yielded benefits to the firm as well as to the workers. Frustrated by the lack of useful information on child care in Washington, DC, a group of area employers started the Metropolitan Washington Child Care Network, an area-wide referral service to coordinate and distribute detailed child care information to parents. (c)ABI

46. Arthur, Caroline. "A Hidden Cost." American Demographics. September 1987; 9: 20.

Almost half a million working mothers lose time from work because of problems with their day-care arrangements. U.S. Census Bureau data indicates that eight percent of 1.3 million working women who leave their children in other people's homes lose work time because of day-care difficulties, compared to one percent of 605,000 women who leave their children in a group or day-care center. Working mothers spend about $11 billion annually on child-care services. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

47. "Child Care Benefits." Employee Benefit Plan Review. September 1987; 14-28.

Covers the problem of day care for sick children, how demand for care exceeds capacity in day care centers, how employers are considering on-site care centers and voucher programs for child care employees.

48. Fenn, Donna. "Kid Stuff." Inc. September 1987; 9(10): 127-130.

For employers who wish to provide child-care assistance to employees, there are other options beside an on-site day-care center. In a consortium, to raise start-up costs, a number of employers band together, often contributing a set amount for each space at the center to be reserved for their employees. Unused slots are then available to the general public, and the day-care center functions independently of the companies involved. Research and referral is an option with low cost to employers. An agency is paid to inform employees of availability in day-care centers that are monitored for quality and adherence to regulations. Seminars on such subjects as selecting child care and the developmental needs of children may be included. As with other forms of employer-sponsored child-care assistance, the amount spent is fully tax-deductible. Another recourse is a salary reduction plan in which employees are allowed to reduce pretax income up to $5,000 per family, with the money placed in a special account for child-care expenses. Such a plan can be part of a cafeteria-style employee benefit program. (c)ABI

49. "On the Corporate Front; As They Realize What Daycare Problems Do to Productivity, More Companies Are Finding Ways to Help Their Workers." Philadelphia Magazine. September 1987; 78: 162+.

Includes a checklist for evaluating child care services. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

50. Quade, Vicki. "Parents at Work: YLD Looks at On-Site Day Care." Barrister. Winter 1987; 14(1): 32. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

51. Friedman, Dana E. "Work and Family: Women's Issues Are Now Family Issues." Across the Board. January 1988; 25: 14+.

Child care for working parents will become a major issue in the elections of 1988 and for corporate planners. Election year concerns over the budget deficit may keep child-care legislation from being enacted in 1988, but the administration elected in 1988 will have to confront the issue in 1989. The chief characteristic of employer child-care benefits will be flexibility; parents will have more options in terms of when and

where they work, and in the type of benefits they receive. Corporate management training programs will begin to show more sensitivity to family concerns. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

Industry: Kinder-Care

1. Halbrooks, John. "Kinder-Care's Standard Formula for Success." Inc. October 1981; 3(10): 84-86.

Since 1968, Kinder-Care Learning Centers Inc. has become a dominant force in the commercial child-care industry by applying standardized consistency in child care. From the beginning, the model center was planned as a national chain, having an operating manual and a clearly defined market. Stress on learning helped overcome the guilt problem many parents have upon leaving their children to go to work. Subsidiary interests that have developed are: 1. Kindustry, a payroll deduction plan for Equitable Life Assurance Society employees, in which participating parents receive a discount on Kinder-Care fees, 2. Kinder-Care Merchandising, Inc., and 3. The Kinder-Care Life Insurance Co. Cash flow problems occurred through fast-paced growth. Going public in 1969 to raise cash was unsuccessful. Selling out to Warner National Corporation proved an unhappy merger. Excursions into the public market, finding large minority stockholders and floating loans, enabled the original entrepreneurs to regain control of the company in 1976. Leasing rather than franchising helps Kinder-Care preserve its capital and reduces its risks. Low overhead costs are a major factor in the company's success. Regionalization and zone management allow for employee advancement, even though the company suffers high turnover among its employees. Table. (c)ABI

2. Magnet, Myron. "What Mass-Produced Child Care Is Producing." Fortune. November 28, 1983; 108(11): 157-174.

Kinder-Care Learning Centers Inc. has nearly 800 child care centers in 40 states and Canada. It has become the largest firm in the industry. Net income totaled $11.2 million for the fiscal year ended September 2, 1983. Its revenues of $128 million represented a 10 percent increase from the previous year. The company's stock trades at about $20 a share. Kinder-Care teachers usually start at the minimum wage despite qualifications. Kinder-Care operates day care centers for Campbell Soup Co. and Corning Glass Works, which report beneficial effects on female

employees. However, companies such as Kinder-Care must realize that psychological and social questions attend their business strategy. (c)ABI

3. Hall, Peter. "Bringing Child Care Back into Focus." Financial World. Oct 17-30, 1984; 153(22): 29-30.

Recent charges of sexual abuse and brutality have cast aspersions on the U.S. child care industry, but continuing changes in the workforce will cause the industry to continue to grow. About 66 percent of all women with children under the age of 6 are expected to be in the workforce by 1990, compared with roughly 50 percent now. According to Perry Mendel, founder of Kinder-Care Learning Centers, the publicity regarding abuse is actually helping Kinder-Care because 95 percent of such reports concern in-home operations. Parents who want to feel safe about their children's care should put them in a well-supervised center that has an open-door policy, Mendel believes. He expects 30 percent annual earnings growth through the next 3 years. Public day-care centers are a good way to play the consumer sector, according to Mary Lisanti, a vice-president at E. F. Hutton. Kinder-Care's net runs about 8 percent and its pretax profit was about 10.5 percent last year. The company is trying to improve profitability and wants as much uniformity of quality as possible. Table. (c)ABI

4. LeRoux, Margaret. "Youth Marketing—For-Profit Centers Open Doors to Daycare." Advertising Age. February 14, 1985; 56(12): 30,32-33.

The growing number of working mothers has resulted in a daycare industry boom and the emergence of for-profit daycare center chains. These chains target 2-income, upwardly mobile parents who can afford to demand more than baby-sitting. These centers, such as Kinder-Care, position themselves as a positive social and learning experience, and they use advertisements and direct mail to market their educational, convenience, and safety features. Currently, 14.8 percent of working parents take their children to a daycare center, and 9.1 percent bring their children to a job-based center, leaving tremendous potential for growth of for-profit daycare centers. To calm parents' fears about child abuse in light of highly publicized cases, most daycare chains are intensifying hiring requirements, emphasizing an open-door policy that allows parents to visit at any time, and encouraging parents to interact with the staff. Chart. (c)ABI

5. Shields, Mitchell J. "Childcare, Inc." Madison Avenue. March 1985; 27(3): 76-82.

Since 1984, chain daycare centers have grown much faster than have competitive services from the government and other sectors. The most important reason for the growth in day-care and the emergence of day-care chains is the social pattern of mothers leaving the home to take up outside work. Kinder-Care is one example of a successful chain built on consistency of service for a mobile society. Perry Mendel, the chain's founder and president, prepared a guide to assist in the development of other centers before the first Kinder-Care opened. An emblem, the red-tiled tower housing a school bell, assists chain recognition, and Kinder-Care emphasizes personalized care and emotional support for the child to help mothers feel less guilt about child placement. Locations, convenient to both work and home, help a center succeed. The Kinder-Care's target market is the parent between the ages of 22 and 42 with income of $28,500 and at least one preschooler. The advertising medium selected, direct mail, has helped boost occupancy nationwide in Kinder-Care centers from 67 percent in 1982 to 75 percent in 1984. Graphs.
(c)ABI

6. Englade, Kenneth F. "The Bottom Line on Kinder-Care." Across the Board. April 1988; 25: 44-53.

"We took child care out of the stage of antiquity and brought it into the modern world," says Perry Mendel, founder of the nation's largest chain of for-profit day-care centers.

Industry: Specific Companies

1. McIntyre, Kathryn J. "Day Care: An Employer Benefit Too." Business Insurance. December 11, 1978; 12(25): 11,36.

Many corporations are becoming aware that company-sponsored day care for employees' children can be a benefit. It can attract employees from the inner city and cut down on absenteeism. Also, it alleviates an enormous problem for companies that are under pressure to employ women. Firms that have set up day care for employees have found that it greatly improves attendance and punctuality, and they have found that employees generally perform better because day care provides them with peace of mind. The Stride Rite Corp. of Boston and Amalgamated Clothing & Textile Workers Union in Chicago have both established day care centers that benefit employees and union members

respectively. Stride Rite pays about $30,000 a year to the center for 27 employees' children, and the center's annual budget is $125,000, over 80 percent of which is spent on staff. The union-sponsored center in Chicago has 5 full-time teachers on its 11-person staff, and parents contribute $10 per week for the child care. The center spends $150,000 a year for 50 children. Both day care centers are considered models for company and union sponsored experiments into this new field of employee benefits. (c)ABI

2. Gaines, Judith. "A New Corporate Mold: Corning Opens a Children's Center." Appalachia. November-February 1980-1981; 15(2-3): 18-25.

Describes the creation and operation of a day care center for 24 children, aged 3-5, of the employees of the Corning Glassworks sponsored day care facilities in the United States.

3. Fooner, Andrea. "The Bottom Line on Day Care." Inc. May 1981; 3(5): 94-102.

Joseph Wexelbaum, the president of Red Rope Industries, Bristol, Pennsylvania, solved the problems of excessive employee turnover and absenteeism by opening an innovative free child care center for his company's working mothers. Red Rope Industries began the child care center in 1972, converting space in the plant cafeteria and hiring an experienced day care director and staff. The company did not qualify for federal funding for the center, but did qualify for a 50 percent credit against its state corporate income taxes through the Neighborhood Assistance Act. Over 10 percent of its employees needed quality day care for infants and preschoolers, therefore, Abt Associates Inc., Cambridge, Massachusetts, decided to participate in the founding of a cooperative day care center. The Abt Associates' center also began in 1972, with some employees donating time each week in the center, and the company subsidizing part of the costs. Abt still provides some subsidy to the center, which is now open to the nearby business community. (c)ABI

4. Magid, R. Y. "Parents and Employers: New Partners in Child Care." Management Review. March 1982; 71(3): 38-44.

The Fox Chase Medical Center in Philadelphia has set up a child care center for the children of its employees. The factors considered in analyzing a need for a child care center at Fox Chase are discussed. The potential cost factors in operating a center are examined. Photographs are included. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

5. Romaine, Michael F. "Zale's Corporate Child Care Program." Texas Business Executive. Spring/Summer 1982; 8(1): 20-25.

As women increasingly enter the workforce, the need for reliable child care outside the home becomes more and more evident. In an effort to deal directly with the need for child daycare, Zale Corp. (Dallas, Texas) established a corporate child care program to eliminate many concerns of employee/parents who must leave young children in order to work. Zale Corp.'s on-site child care center allows children to be near employee/parents in case of illness or injury and has resulted in reduced employee absenteeism. Although most corporate child care centers must be subsidized by the sponsoring company, the company receives benefits in the form of: 1. lower employee turnover, 2. improved image in the community, and 3. increased employee loyalty. Zale's child care center was carefully planned to provide a sense of teamwork between parents and staff, as well as the best possible care for the children. Not all businesses would benefit from providing on-site child-care facilities. A cost-benefit study must be done to determine whether such a program would be viable. Guidelines for developing a center are offered. Charts. (c)ABI

6. Haight, Gretchen Griffin. "But What Happens to the Kids While We Work?" Across the Board. October 1982; 19(9): 28-35.

Hoffmann-La Roche (Nutley, New Jersey) has set up Roche Child Care, a day care center for employees' children. The center is located in a house in the area and can care for 46 preschoolers. The center is staffed by 10 people and is open from 6:45 a.m. to 6 p.m. weekdays. The cost to parents is $50 per week. Centers like this one are drawing more attention these days because of tax incentives in the 1981 Economic Recovery Tax Act (ERTA). The ERTA allows employers to pay employees' child care expenses as tax-free income to the employee, and the employer can take a deduction for the expense. Hoffmann-La Roche considers the center an experiment. It is one of only 12 "on-site" employer day care centers in

last year's Department of Labor report. The company provides significant financial support to the center. The children receive an educational experience, socialization with other children, and reliable day care. (c)ABI

7. Timmins, William M. "Day Care Programs and the Public Sector." Personnel Administrator. June 1983; 28(6): 10-11.

The provision of day care as a benefit to employees of public agencies was studied via mail questionnaire to which 39 such agencies responded. Two programs with particularly sophisticated characteristics were discovered. The Children's Place was set up at the Empire State Plaza in Albany, New York, as the result of negotiations between the New York Civil Service Employees Association and the Governor's Office of Employee Relations. Startup funds came from a U.S. Health Education and Welfare Research and Development Grant, and parents' fees have covered operation costs. The Children's Place has a capacity for 100 children, ages 8 weeks through kindergarten level. The center offers 4 major programs: breastfeeding (mothers return to work and continue to nurse their infants during breaks), full-day kindergarten, mainstreaming (which provides for some handicapped preschoolers), and children visits (field trips). The U.S. Air Force offers day care for children of civilian and military personnel at 122 Air Force bases. The Air Force expects an increased demand for services due to economic conditions that force both spouses to work, the improved quality of care, a slight increase in the numbers of single parents, and the affordability of the centers. (c)ABI

8. Warren, A. "Hospitals' Day Care for Staffs' Tots Deemed Successful." Hospitals. September 16, 1983; 57(18): 60-62.

St. Joseph Hospital in Kansas City, Missouri, is operating a child day care center for the children of the hospital staff. Geared to meet the needs of the parent, it is open from 6 A.M. to midnight and the cost is minimal. Operating costs are supplemented by the hospital and a quality, learning environment is emphasized. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

9. Allen, P. "Maverick Day Care Center Has Some Benefits for All." Savings Institutions. January 1984; 105(1): 86-89.

American Savings of Stockton, California has turned an old church into a day care center for workers' children. American Savings is a twenty billion dollar institution. About one hundred and fifty children attend the center, and more are on the waiting list. It operates from seven in the morning to seven at night. Children's ages span the three to ten year range. The center cost the bank about one-half million dollars and has thirty-three rooms. Various craft and educational programs are conducted by about twenty teachers. Bussing is achieved through the cooperation of the school district. Employee production and attitude is expected to improve because of this program, which is structured as an employee benefit using employee contributions. Day care can also be structured as a tax-free benefit, which is discussed in detail. (c)SAI

10. Lydenberg, Steven D.; Beffart, Mark. "Who's Taking Care of the Children?/First Atlanta 'Comes in First' with Daycare." NABW Journal (National Association of Bank Women). March/April 1984; 60(3): 11-16.

With working mothers entering the workforce in increasing numbers and diminished federal support for child care, child care professionals throughout the US are looking into alternatives for employees. A vast range of options is available to companies to assist with child care. These options generally can fit into one of 3 categories: 1. providing child care, 2. supplying information about and referrals to child care, and 3. subsidizing the cost of child care. Linda C. Tout, director of First Atlanta Corp.'s day care center, says the proximity of a company day care center enhances parents' peace of mind and so enhances productivity. In August 1983, First Atlanta (Atlanta, Georgia) became the first major banking corporation to open a day care center for employees' children. A weekly enrollment fee of $38 $42, based on the age of the child, buys each child a well-balanced lunch, 2 snacks, and an array of special activities and instruction. In January 1984, 22 children were enrolled in the center. (c)ABI

11. Lumpkin, Julie. "PCA's Model Program." Business & Economic Review. April 1984; 30(3): 15-16.

PCA International (Matthews, North Carolina) has an exemplary child care program for its employees. The firm's Child Development Center

was started in 1972 in response to the high absenteeism and turnover rate among employees. The emphasis in dealing with children with ages varying from infancy to 9 years is on developmental objectives that are used to evaluate the progress of each. Discipline is taught via behavior modification. PCA contributes much of the money to run the center. Fees from parents are modest, ranging from $25 to $40 a week. The firm believes it has been wise in doing voluntarily what other companies will be forced to do in the not-too-distant future. PCA has improved its company image and significantly decreased absenteeism with the program. It often uses the center's children as photographic models for promotional materials. (c)ABI

12. LeRoux, M. "Public, Private Entities Join Forces, Offer Day-Care Center to Workers." Business Insurance. December 3, 1984; 18(49): 2,31.

A California day care center is available to employees of eight companies in Burbank. The country's first center funded by a group of public and private entities is housed in a vacant school building. Each employer participant contributed funds to the project and provided money for the schoolhouse renovation. Employers each receive twenty slots and demand for the slots is great. Although feedback has been good, there have been some problems. There has been adverse publicity about child abuse in day care centers. Also, many parents already had satisfactory day care arrangements. Comments from employer participants and the organizer of the center are included. A drawing of a mother and child is included. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

13. Fenn, Donna. "The Kids Are All Right." Inc. January 1985; 7(1): 48-54.

In June 1981, Nyloncraft Inc. (Mishawaka, Indiana) opened the first 24-hour day-care facility in the state. This action was in direct response to an employee survey that showed child-care problems as the cause of high absenteeism and turnover rates. The company opted for an on-site center that could be effectively monitored and controlled to ensure reliable care. Despite problems with state regulatory agencies accustomed to dealing with 8-hour facilities, company president Jim Wyllie's persistence and commitment to employees made the center a reality. The

Nyloncraft Learning Center (NLC) now enrolls 160 children, and 75 percent of eligible company parents use the facility. Although still operating at a loss, NLC has: 1. reduced absenteeism and turnovers, 2. improved morale, 3. served as a recruiting tool, and 4. presented a progressive image to customers and the entire community. The company hopes NLC will break even in 3-5 years. (c)ABI

14. Solomon, Barbara Anne. "Personnel Winners: A Company That Benefits from Child-Care Benefits." Personnel. February 1985; 62(2): 4-6.

PCA International's headquarters houses a child development center for the children of employees. The center operates 7 classrooms -one for infants, one for toddlers, and one each for children aged 1-5. The center provides care for the children of 11% of company staff and is open from 7:45 a.m. until 12:30 a.m to accommodate 2nd-shift employees. In addition, the center provides care, food, and instruction in social and motor skills. The program costs $250,000 each year, half of which is covered by PCA. The rest of the cost is covered by fees to the parents of $25-$41 weekly. Advantages of the center include: 1. a 25% lower annual turnover rate for parents with children in the center, compared to the company rate, 2. savings in recruiting costs at an estimated $50,000-$60,000 yearly, 3. reduced employee time away from work, 4. a feeling of increased productivity on the part of parents with children at the center, and 5. the generation of publicity from the center as an innovative movement in the area of employee services. (c)ABI

15. Haggerty, A. G. "Child Care Assistance Program Is Successful." National Underwriter - Life & Health Insurance. March 23, 1985; 89(12): 4.

An employee child care assistance program initiated by Transamerica Occidental Life Insurance Company has proven to be very successful. Transamerica is now considering direct care for children, because of a lack of child care facilities in downtown Los Angeles. The assistance program provides on site reference and referral services and guidelines for day care center selection. Listings of centers serving children with special needs are maintained. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

16. Gordon, Sherry. "Welcome to the First Bank Day-Care Center." ABA Banking Journal. September 1985; 77(9): 127-128.

The First National Bank of Atlanta (Atlanta, Georgia) opened the first bank-provided, on-site day care facility for the children of employees in August 1983. The bank purchased and remodeled a 2,200-square-foot building adjacent to First Atlanta's Operations Center. It is licensed to care for 40 children, ages 15 months to 6 years, and is open Monday through Friday from 7:30 AM to 6:00 PM. Fees collected from parents pay for all operating expenses, and parents serve on an advisory committee to suggest improvements to the program. The center is set up to give children the advantages of pre-school learning with a specific educational program enhanced by special experiences, such as trips to nature centers, swimming classes, and reading readiness. The center was established as an employee benefit because of the amount of interest expressed by parent-employees. The center is currently full, and it has a waiting list of 23 children. (c)ABI

17. "Clothing Manufacturer Sets Up Child Care Center." Employee Benefit Plan Review. March 1986; 40(9): 34-35.

Men's clothing manufacturer Grieco Brothers Inc. (Lawrence, Massachusetts) has opened a company-supported child care center, called the Merrimack River Child Care Center Inc., to serve area employees' children. Set up as a nonprofit incorporated business entity, the center will be managed by a volunteer board of directors, at least 51 percent of which will be members of minority groups. Joining in the development effort were consultants from Workplace Solutions Inc., who conducted a needs assessment and feasibility study, and Amalgamated Clothing and Textile Workers Union, which negotiated with Grieco Brothers and Polo Clothing Co. to provide start-up funds. The Massachusetts Corporate Child Care Program feels the Grieco project is noteworthy because it represents: 1. combined efforts of the public and private sectors, 2. a collaborative effort of company management and a union, and 3. employee/parents joining to help manage the facility. (c)ABI

18. Wayne, Wendy; Burud, Sandra L. "A Hospital's On-Site Child Care Center Proves to Make Business Sense." Health Care Management Review. Summer 1986; 11(3): 81-87.

To accommodate the needs of the growing numbers of women entering the workforce, Mercy Hospital (Bakersfield, California) has developed an on-site child care center. Availability of the center has: 1. reduced tardiness and absenteeism, 2. made it easier to offer equal employment opportunity and accommodate odd work shifts, 3. improved the quality of work performed, and 4. provided an effective recruitment tool. The success of the center shows that corporations can help relieve the role strain of mothers who are concerned about the well-being of their children while they are at work. The Mercy Richards Child Care Center is available to the community at large as well. When a survey was conducted to assess the effectiveness of the venture, 17 percent of respondents indicated they would have left hospital employment if it had not been for the child care center. By retaining these employees, the hospital has saved an estimated $84,000. The hospital has no doubt that its move to assist parents in balancing family and work lives has been fruitful. Charts. References. Appendix. (c)ABI

19. LeRoux, Margaret. "California Bank Offers On-Site Day Care." Business Insurance. September 15, 1986; 20(37): 13.

In January 1987, the Union Bank data processing and service center in Monterey Park, California, will open the first on-site day-care facility supported by a private-sector employer in Southern California. It will provide care for 58 children from 3 months to 5 years old. Parents will pay $80 a week for care of infants and $60 a week for children aged one and over. The bank will provide some tuition adjustment for the children of low-income employees. Union Bank will pay a third of the facility's annual operating expenses, which have been estimated at $350,000. The bank expects that the child-care center will result in savings to the bank of more than $200,000 each year in the cost of employee recruitment, turnover, and absenteeism. Union Bank had considered other forms of child-care assistance but decided it would benefit more from having its own center. Results of an employee survey indicate the center will be popular. (c)ABI

20. Halcrow, Allan. "A New Twist on Child Care." Personnel Journal. November 1986; 65(11): 8,11.

Transamerica Life Cos. is sponsoring Supercare for Kids, a day care program for mildly ill children of employees at its Los Angeles, California, offices. Supercare is operated jointly with California Medical Center-Los

Angeles. The facility is staffed with a full-time nurse and a full-time teacher. Statistics indicated that parents were missing 6-7 working days a year to care for sick children. These days were costing Transamerica $150,000-$180,000 annually. Transamerica leases 15 beds from the medical center, where the day care program is located. It took a year of careful planning and preparation to get the program going. The company had to address a number of issues, including whether the program was inherently unfair because not all employees would benefit. The company has communicated with its employees through an information packet and 2 open houses to show the facility. Despite these efforts, usage has been lower than expected, but an eventual increase is likely. (c)ABI

21. Popejoy, William J. "The Need for Corporate Child Care Is Growing." Bottomline. December 1986; 3(12): 52-56.

Improving productivity, attracting and maintaining the best employees, and keeping morale high were the main objectives of American Savings and Loan Association (Irvine, California) in sponsoring a child care center for employees. Located in Stockton, Little Mavericks School of Learning serves the needs of over 150 children aged 2 to 13 for full-time and after-school programs. Such corporate-sponsored child care centers are increasingly necessary for demographic reasons, such as the rising number of 2-income families. As a result of Little Mavericks, American Savings has seen: 1. increased productivity, 2. enhanced recruiting efforts, and 3. greater employee loyalty. In addition, the institution has been widely praised and recognized. Costs of such sponsorship can be minimized by using tax advantages. Little Mavericks is a developmental learning center with quality personnel. American Savings will open a 2nd center in 1987 to serve employees in other areas. (c)ABI

Industry: Surveys

1. Welfare Research, Inc. On-Site Day Care: Bibliography. Albany, NY: Welfare Research, Inc., October 1980. Available from: ERIC ED 208978

This bibliography, part of a two-volume set, is intended as a guide for on-site day care developers, staff, and parents. The annotated portion includes books, articles, and reports on on-site day care centers in the United States and in other countries. Included are centers located in industry, federal and state government facilities, hospitals, and the military, and on college campuses. A separate listing of literature reviewed, categorized under the headings "Staff Development and Evaluation,"

"Infant Day Care," "General Interest," "Other Countries," and "Policy Issues" is also included to facilitate use by parents, day care staff, and other groups interested in current day care literature. Finally, a current listing of doctoral dissertations related to day care is provided.

2. Zippo, Mary. "Employer-Sponsored Child Care Comes of Age." Personnel. November/December 1980; 57(6): 45-48.

Employers have only recently recognized the problem of child-care and its impact on the organization and begun to look for ways to alleviate this problem. A 1978 survey by the University of Wisconsin was sent to various civilian and military-run centers and employers who had child care centers in the past. All centers responding had enrolled children aged 3 to 6, with infant and after-school care available at many centers. The responsibility for administering the center rested with a department within the organization in most cases. Money was raised through a combination of fees for service and employer subsidies, with outside funding in one-third of the cases. Benefits to employees include: 1. The center is close to the workplace. 2. Operating hours correspond with employee hours. 3. Employer-sponsored child care is generally cheaper than other centers. Benefits to employers include: 1. lower absenteeism and turnover, 2. improved employee attitudes, and 3. improved community relations. Some centers have failed because of increased costs, other needs for the facilities, and administrative problems. (c)ABI

3. Thomas, Edward. "Who's Using the New Fringes?" Management World. August 1981; 10(8): 26-27,44.

Many companies are now providing other types of fringe benefits, such as counseling/advising services, recreational/leisure-time activities, and day-care services. To determine the extent of such "extra" fringe benefits, a questionnaire was sent to the Administrative Management Society (AMS) Committee of 500, a survey group of administrative managers throughout the US and Canada. The findings showed that the most common type of counseling/advising service supported by companies is preretirement counseling. Such counseling is provided by a majority of the firms surveyed. Most companies do not sponsor physical fitness programs for employees but do provide support for employee participation in organized amateur athletics. Fewer than 1 percent of employers provide support for day-care services for employees with pre-school children. Charts. (c)ABI

4. Greenberg, Karen; Zippo, Mary. "The Next Wave: Company-Supported Day Care?" Personnel. January/February 1983; 60(1): 58-59.

According to a recent Harris poll, 67 percent of personnel executives expect child care to become a company benefit by 1986. For various reasons, including the increasing number of mothers in the workforce, companies will become more involved in the day-care needs of their employees. Some companies have provided on-site day care at an average $100,000 per year per center. Companies can use existing community facilities by: 1. providing employees with information and referral services concerning day care, 2. contracting for slots at centers at discount rates and pass the savings to employees, 3. letting employees choose their own child-care arrangement and having the company pay for it on a sliding scale by voucher, and 4. with cafeteria-style benefit plans, making day care an option. (c)ABI

5. LaMarre, Sandra E.; Thompson, Kate. "Industry-Sponsored Day Care: An Outlook for the '80s." Personnel Administrator. February 1984; 29(2): 53-65.

The available level of day care services will not be sufficient to accommodate the projected demand for services. It is predicted that by 1990, 50 percent of all preschool children will have working mothers. The willingness and ability of industry to provide child care is evaluated. A random selection of Denver, Colorado, businesses participated in 2 focus-group sessions. The sessions indicate that industry perceives a future need to help employees with day care. Most businesses will not opt for on-site child care because it is expensive and difficult to administer. Some industries provide information and referral services which are inexpensive, but which do not address the problem of too few day care slots to meet increasing demand. The most viable solution for industry appears to be a voucher system in which employees are reimbursed for all or part of their child care expenses. (c)ABI

6. Youngblood, Stewart A.; Chambers-Cook, Kimberly. "Child Care Assistance Can Improve Employee Attitudes and Behavior." Personnel Administrator. February 1984; 29(2): 45-46,93-95.

The female labor force participation rate now exceeds 50 percent. In 1978, 59 percent of single females who headed households were in the workforce. These trends imply the need for child care. A quasi-field

experiment was conducted with 2 nonunion southeastern textile companies to evaluate the impact of an in-house child care facility on employee attitudes and behavior. A static group comparison design and a within-group pre- and post-design were used to compare employee attitudes on commitment, job satisfaction, climate, turnover, and absenteeism. A 55-item questionnaire was used to assess work-related attitudes and to assess demographic information. The study showed an in-house facility was associated with higher job satisfaction, commitment, and perceptions of organizational climate, and lower absenteeism and turnover. Limitations of the study include the pre-experimental nature of the design and lack of assessment of the impact of alternative forms of child care assistance. References. (c)ABI

7. Greenberg, Karen. "Trends in Child-Care Services." Advanced Management Journal. Spring 1984; 49(2): 25-26.

A 1981 survey by the U.S. Department of Labor found only 19 day-care centers sponsored by industry, 7 sponsored by labor unions, 14 by government agencies, 75 by hospitals, and 200 by the military. Among those in the private sector are those of Polaroid Corp. and the Cambridge Plan Co. These firms use a voucher system to partially subsidize child-care costs as an employee benefit. Child-care consortia have been established by groups of companies in Minneapolis, Minnesota, and in the Silicon Valley district of California. The cost of on-site centers has prevented many employers from establishing them. Congress increased the credit available to taxpayers for child-care expenses with the Dependent Care Assistance Plan, established under ERTA. This plan provides a new depreciation system for employers who create day-care centers for employees' children. It also permits an exclusion from gross income for the value of child-care services provided by an employer. Reference. (c)ABI

8. Levine, Hermine Zagat. "Child-Care Policies." Personnel. March/April 1984; 61(2): 4-10.

Changes in workforce demographics have created a need for employers to consider the impact of employees' child-care problems on their productivity. A recent American Management Association (AMA) survey report identified the specific social changes behind this need. To determine how, and if, a cross section of AMA member organizations are responding to these new factors in the workplace, 125 human resources

managers were surveyed via questionnaires. While the vast majority of respondents (86 percent) saw a need for child-care benefits or services, only 18 (14 percent) currently sponsor day-care programs. Permanent part-time work with benefits was offered by 51 percent of respondents; 50 percent offered flexible work hours. A slight majority of respondents (55 percent) felt the employee, employer, and/or government should split the cost of child-care services. Those organizations that offer child-care benefits or services pointed to improved employee morale and less turnover as benefits to their organization. (c)ABI

9. Miller, Thomas I. "The Effects of Employer-Sponsored Child Care on Employee Absenteeism, Turnover, Productivity, Recruitment or Job Satisfaction: What Is Claimed and What Is Known." Personnel Psychology. Summer 1984; 37(2): 277-289.

An evaluation is conducted of the evidence supporting claims that employer-sponsored child care programs improve employee work behaviors and attitudes. A presentation is made of: 1. the explanation of the logic behind expectations for success, 2. the description of testimony for employer-sponsored child care, and 3. critiques of empirical studies. It appears that well-planned evaluations with proper controls have not been undertaken. Documentation was equivocal concerning whether women workers of child-bearing age were absent from work more than men or quit more frequently than men. Greater absences among women could be due to factors other than child care, such as: 1. lower attachment to work, 2. lower need for wages in 2-income households, or 3. holding poorly paid and low prestige jobs. Credible research does not support assertions that employer-sponsored child care reduces workers' absenteeism or tardiness. References. (c)ABI

10. Massachusetts Bay Community College. Taking Steps: Matching Child Care Options with Corporate Needs. Watertown, MA, October 24, 1985. Available from: ERIC ED 271201

Papers presented at the conference "Taking Steps: Matching Child Care Options with Corporate Needs" (Wellesley Hills, MA, October 24, 1985).

The conference at which these two papers were presented was sponsored by the Employer Supported Child Care Network, the Executive

Office of Economic Affairs, and the Massachusetts Bay Community College. President Roger Van Winkle of Massachusetts Bay Community College made opening remarks, and Evelyn Murphy, Secretary of Economic Affairs, offered a general perspective on the issues. The second presentation, provided by Anthony Sapienza of the Greico Brothers, manufacturers of Southwick Clothing in Lawrence, Massachusetts, relates the step-by-step implementation of their employer-supported child care center. Included in this presentation are questions from the audience as well as answers from the speaker.

11. Adolf, Barbara; Rose, Karol. "Child Care: Perceiving the Need, Delivering the Options." Personnel Journal. June 1986; 65: 57+.

Sample questionnaire items (employee survey on need for child care). Although almost half the U.S. workforce is female and a majority of these women are or will be mothers, child care programs have not been widely implemented by employers.

Employer-assisted child care programs may consist of providing information, paying for care, instituting care programs, and being flexible about time or place of work (allowing flex time and work at home). Implementing one of these child care assistance programs should begin with assessing employee needs, and a sample questionnaire is included. Procedures for administering the questionnaire, evaluating responses, compiling a needs assessment report, developing an implementation project team and monitoring a pilot project prior to actual implementation are discussed. (c)SAI

12. LoBosco, Maryellen. "Child-Care Initiatives." Personnel. August 1986; 63: 63+.

A survey conducted by Personnel magazine related to employer-provided child care, to which 49 usable responses were received from personnel directors, indicates that: only one firm provided child care to its employees, 13 firms offered information and referral services to employed parents, 14 firms offered flexible hours to parents, and seven provided job sharing alternatives to parents. Reasons cited for failure to establish child care programs included: the operating costs and potential liability associated with running a day care center; lack of interest or

need among employees, and the belief that child care is the responsibility of parents, not employers. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

13. Chapman, Fern Schumer. "Executive Guilt: Who's Taking Care of the Children?" Fortune. February 16, 1987; 115(4): 30-37.

A growing number of parents are considering whether the rewards of executive careers can compensate for the time lost with their children. Even parents who can afford the best child care worry that their children will not receive ample warmth and attention. Corporations are beginning to discover that employees are willing to sacrifice productivity in order to attend to family matters, and the concept that society will benefit from parent-child togetherness in the first few years of a child's life is driving a new bill in Congress. The results of a Fortune survey show that fathers are sharing the guilt associated with leaving children in someone else's care and that parents experience many anxieties regarding their children's reception of the needed attention. Most researchers agree that: 1. happy parents produce happy babies, and 2. the best child care arrangements are those that closely simulate the mother-child relationship. Tables. (c)ABI

14. Nelson-Horchler, Joani; Welter, Therese R. "Benefit of the Future." Industry Week. April 20, 1987; 233: 18+.

Day Care; includes results of a survey on employer-sponsored day care. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

15. Huffman, Lynn M.; Schrock, Jay R. "Corporate Day Care: An Answer to the Labor Shortage." Cornell Hotel & Restaurant Administration Quarterly. May 1987; 28(1): 22-24.

One way to encourage more parents to fill jobs in the restaurant and hotel market is to establish a corporate day-care center for their children. A recent survey found that: 1. three out of every 4 employees in the service industries have children who need child care, 2. each year, one-third of all employees need to change or locate child care, and 3. on average, employee-parents are absent 5 days per year as a result of child-care problems. The hotel industry has its rooms as a great resource

for child care. A child-care center would offer a hotel such benefits as tax incentives and a decrease in employee turnover resulting from child-care arrangement problems. Moreover, area residents and guests probably would use a hotel child-care center. However, installing an in-house child-care center requires a capital investment for such things as a director, teachers, educational materials, and liability insurance. In addition, there are some possibly difficult state and local regulations that must be met. References. (c)ABI

16. Scott, Miriam Basch. "Demand Exceeds Capacity in Child Care Centers." Employee Benefit Plan Review. September 1987; 42(3): 15-18.

A manager survey of at- or near-the-workplace child care centers was conducted by Resources for Child Care Management (RCCM). Data were gathered from 24 workplace-type centers. Managers indicated that the centers frequently had insufficient capacity to meet the demands for such care. Also, maintaining attractive salaries for center staff, along with affordable tuition and liability insurance were cited as problems by managers. Further problems included lack of sick child and school-age child care. Responses indicated that the centers were developed mostly as a result of surveys or studies of employees which revealed a strong need for such day child care. It was found that the centers: 1. improved employee morale, 2. resulted in reduced absenteeism, tardiness, and interruptions, 3. contributed to employee retention and recruitment, and 4. enabled women to accept management positions. Tables. (c)ABI

17. Petersen, Donald J.; Massengill, Douglas. "Childcare Programs Benefit Employers, Too." Personnel. May 1988; 65: 58-62.

Some childcare programs can boast productivity and morale, cut absenteeism and turnover, and improve recruitment potential. Statistics on the costs and characteristics of some on-site childcare centers are included.

Industry: Tax Benefits

1. Brenner, Annette J.; Iskowe, David S. "Taxpayers with Dependents and Their Employers Both Have Tax Planning Opportunities." Taxation for Accountants. March 1983; 30(3): 160-164.

In recent years, Congress has expanded the tax relief available to taxpayers who incur expenses for the care of children or other dependents

(CDC) and has provided encouragement to employers to develop employer-sponsored programs. ERTA increased the amount of credit available and broadened the allowable expenses to include those incurred outside of the taxpayer's household for care of a disabled or dependent spouse; the amount of credit is determined on a sliding scale percentage of adjusted gross income. In order to be eligible for the credit, all CDC expenses must be made on behalf of "qualifying" individuals. ERTA has also provided that corporate-sponsored child care, if provided under an employer's written non-discriminatory plan, generally will not be included in an employee's gross income. Employers considering the various choices should consider the tax, legal, and economic aspects of each program. There should be a review of the current and projected tax position of the employer's principal operations, as well as an evaluation of the employment community and applicable state and local regulations. Tables. References. (c)ABI

2. Goldfarb, Sally F. "Choosing Between Federal Tax Benefits for Dependent Care Expenses: Salary Reduction Versus the Dependent Care Credit." Taxes. July 1985; 63: 477-483.

The author develops and discusses a formula for determining whether taxpayers will derive greater federal income tax advantages from the dependent care tax credit or from using dependent care benefits through a salary reduction program. The formula provides important information for employers and employees appraising the merits of cafeteria plans as a method of obtaining dependent care assistance.

3. Phillips, Deborah A. "Special Report: Tax Reform—Good News (Mostly) for Child Care." Child Care Information Exchange. January 1987; (53): 29-32.

Discusses the implications of the Tax Reform Act of 1986 for child care users, child care employees, the child care business, and employer-supported child care programs.

4. "Child Care Tax Credit Guide." Child Care Information Exchange. March 1987; (54): 26.

Presents guidelines for receiving federal income tax credit for child (and disabled) care expenses.

5. Stephens, Keith. "Where the Bucks Are: Sources for Funds to Grow Your Child Care Business." Child Care Information Exchange. May 1987; (55): 28-34.

Presents the first in a series of articles on ways to secure the financing needed to make a child care business grow. Discusses the characteristics of the most common sources of funds for a for-profit child care business.

Insurance

1. LeRoux, Margaret. "Little People Create Big Risks for Nation's Day-Care Centers." Business Insurance. December 7, 1981; 15(49): 3,36.

Day-care centers have a host of liability exposures: 1. general liability, 2. property risks, 3. automobile, 4. malpractice, and 5. product liability. As corporations begin to extend reimbursement for day care as an employee benefit, the business is growing rapidly and insurance programs are becoming an important issue. Large day-care chains have extensive insurance programs that include excess umbrella coverage; Kindercare, with 53,000 children in 726 centers, has a $40 million excess umbrella over a $1 million primary liability policy. The key to control of the program is a student accident program that pays claims within 48 hours after they are filed. Safety programs are an important feature of loss control at Palo Preschools, with 28 centers. Smaller day-care centers, locally owned and operated, depend on local insurance agents. Group insurance for day-care centers' liability is virtually non-existent. Members of the National Association for the Education of Young Children are insured in a group plan underwritten by National Union Fire Insurance Co. A new package policy for small centers is being marketed by INA in 47 states. (c)ABI

2. Hunter, J. Robert. "The Phony Insurance Crisis." Trial Lawyers Quarterly. Spring 1985; 17(2): 6-10. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

3. LeRoux, Margaret. "Liability Insurers Are Abandoning Day Care Centers Across the U.S." Business Insurance. June 10, 1985; 19(23): 2,37.

Leading liability insurers for day care centers are getting out of the market because of the overall tightening of the property/ casualty insurance

market and recent news reports of alleged child abuse at day care centers. Some day care center insurers are adding exclusions to liability policies, increasing rates, and canceling policies. Maintaining adequate liability coverage is becoming more important to day care centers because 8 states have recently passed legislation requiring the centers to have specific limits of liability insurance. Employers could feel the repercussions in demands for company-sponsored day care and declining productivity and morale. Possible options include a captive insurance company and state legislation. (c)ABI

4. Fisher, Mary Jane. "Day Care Cover Woes Defended as Product of Market Frenzy." National Underwriter (Property/Casualty). August 9, 1985; 89(32): 4,33.

At the 2nd hearing by a congressional committee within 2 weeks on "Child Care: The Emerging Insurance Crisis, Part 2," insurance industry representatives defended the scarcity of liability insurance for day care homes and child care centers across the U.S. Edward J. Muhl, representing the National Association of Insurance Commissioners (NAIC), explained that day care facilities have been affected by the capacity shortfall and are being deemed higher risk, largely because of an insurance hysteria stemming from the adverse national publicity associated with child abuse cases. Individual state jurisdictions and the NAIC are dealing with the crisis in several ways, one alternative being specific policy exclusions for child abuse. James L. Kimble of the American Insurance Association suggested that the solution to the present market displacement problem must come voluntarily from the private sector. Frank Neuhauser, Jr., of AIG Risk Management blamed the problem on the application of the tort system. (c)ABI

5. Leland, Clyde. "Spare the Coverage, Spoil the Child." California Lawyer. November 1985; 5(11): 19-20.

Discusses child care insurance in California. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

6. Wickenden, Dorothy. "Good-Bye Day Care: The Insurance Crisis Hits Preschool." New Republic. December 9, 1985; 193: 14+. (Magazine

Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

7. Page, Nancy R. "The Insurance Crisis: Who's Looking After Day Care?" Harvard Women's Law Journal. Spring 1986; 9: 199-214. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

8. Rowland, Mary. "The Insurance Liability Crisis Hits Home." Working Woman. June 1986; 11: 104+.

Includes 3 related articles on liability insurance problems. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

9. Tarnoff, Stephen. "Child-Care Centers Sue Insurers Over Coverage." Business Insurance. October 20, 1986; 20: 2+. (Trade & Industry Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

10. Koppleman, Jane. Child Care Insurance Crisis: Strategies for Survival. Alexandria, VA: Capitol Publications, 1987.

Includes information on how insurers justify high-risk treatment of child care, how to buy liability policies, company criteria for coverage, and rate structures, combating high insurance rates, and a list of insurers offering new child care policies.

11. McEwan, Bruce. "Risk Management in a Hard Market." CPCU Jrnl. December 1987; 40(4): 233-237.

The Aloha Keiki Day Care Center (AKDCC) has never had an insurance claim of any kind. However, bad publicity in the past few years has caused many insurance carriers to withdraw from the day care center marketplace. Therefore, AKDCC takes a risk management approach to persuade the underwriters to insure it. First, the risks of the business are identified, such as injury to a child while at AKDCC. Then, each of the recognized risks are evaluated to determine what the loss probability

might be. Next, the various techniques used to treat risk exposures are evaluated, and it is determined that some loss control measures could be adopted, such as establishing a regular maintenance schedule for the equipment. Risk financing also is needed, and AKDCC determines the deductible for its liability insurance and finances it through the budget. By adopting the risk management approach, the buyer demonstrates a commitment to controlling and reducing losses, which is a position of which underwriters should approve. (c)ABI

Licensing/Regulations

1. Operating Standards and Licensing Procedures for Child Day Care Facilities. Raleigh: North Carolina Office of Child Day Care Licensing, 1979. Available from: NTIS PB80-213580

The report first gives the enabling legislation for licensing day care centers for children, then goes into detail concerning building, personnel, training, and standards for the centers.

2. California. Department of Education. Child Development Guidelines. (Revised Edition). Sacramento, 1979. Available from: ERIC ED 174360

This publication represents the compilation of various statutes, regulations, state plan materials, and guidelines developed by the Office of Child Development of the California State Department of Education that are applicable to subsidized child care service programs. It is the intent of these guidelines to assist eligible agencies in the development and maintenance of high quality child development programs. Sections of the document cover state administration, application, eligibility, admission and enrollment, fee schedule, staffing, program components, site and facilities standards, fiscal management, and agency administration. Some of the contents are mandatory; others are discretionary. A glossary of terms is included.

3. Conboy, Lucy. The Impact of the Federal Interagency Day Care Requirements on Children, Families and Childcare Providers. Technical Paper 1. Washington, DC: Department of Health, Education, and Welfare, Office of the Assistant Secretary for Planning and Evaluation, January 1980. Available from: ERIC ED 187429

This volume contains the technical paper prepared by the Department of Health, Education, and Welfare (HEW) to give additional data and a

more detailed analysis of materials used to study the impact of the Federal Interagency Day Care Requirements (FIDCR) on children in day care. This impact study was part of a larger project to investigate two questions: Is the federal regulation of day care financed under title XX appropriate? Are the specific requirements for day care now imposed under title XX appropriate? This volume's seven chapters concern grouping of children, caregiver qualifications, educational services, environmental standards, nutrition, health, and parent involvement. Also provided are 40 pages of bibliographic references and a 17-page glossary of terms. Appendixes include an executive summary of the Report on the Appropriateness of the FIDCR; Report of Findings and Recommendations; the text of the FIDCR; and a legislative history of the FIDCR.

4. U.S. Department of Health, Education and Welfare. Office of the Assistant Secretary for Planning and Evaluation. Addendum to Draft Regulatory Analysis Proposed HEW Day Care Requirements. Washington, DC, March 1980. Available from: ERIC ED 187444 For related document, see ED 179302.

This document is a revised and updated analysis of HEW's draft Regulatory Analysis of June 1979 concerning day care requirements. It estimates the impacts of changes to both the Notice of Proposed Rule Making (NPRM) proposals and the final rule—particularly in relation to the differential impacts on center cost and supply of the group composition requirements, by geographic area, type of center, and age of children. Presented in an addendum are revisions which, taken together with the draft document, constitute the final Regulatory Analysis regarding day care requirements. The document covers eight topics: the purpose and scope of the final analysis, summary of the final rule, highlights of findings, analysis of provider requirements, analysis of state agency requirements, federal enforcement of the regulations, phasing and implementation of the regulations, and sources of data.

5. "Public Policy Report. The Federal Day Care Regulations: More to Be Done." Young Children. July 1980; 35(5): 64-65.

Reactions are given to the final draft of the federal day-care regulations published in the Federal Register on March 19, 1980. Issues noted include enforcement of day care regulations, use of advisory committees, provision of inservice training, dissemination of health and social services information, and difficulties of implementing vague guidelines.

6. Improving Instrument-Based Monitoring for Child Care: The Indicator Checklist. Harrisburg: Pennsylvania Department of Public Welfare, January 1982. Available from: NTIS SHR-0010611

This report examines the Instrument-based Program Monitoring (IPM) system used by states to oversee child day care programs and discusses using an abbreviated indicator checklist to make these monitoring activities simpler and less expensive. States have developed IPMs in response to demands for public accountability, fiscal pressures, a trend toward lower levels of state regulation, and an interest in reducing the private sector's burden of compliance monitoring activities. The IPM is effective because it contains highly specific questions that correspond directly to state regulations. It clearly defines expectations, simplifies monitoring procedures, and is cost effective. Pennsylvania and West Virginia have experimented with an indicator checklist containing selected items from the larger IPM instrument that are most effective in distinguishing between providers who are in compliance and those out of compliance. The shorter form of the IPM substantially reduces the burden on providers as well as state agencies and can be consolidated into other state compliance reviews. Prerequisites for developing a checklist are detailed, principally a long comprehensive IPM instrument with items that are weighted to indicate relative importance and sufficient historical data. The manual contends that the short form enhances monitoring efforts by making more effective use of monitoring staff, but outlines precautions for states in developing and using such checklists. It also discusses problems of the checklist, such as failure to comply with state legal mandates, staff resistance, and a lack of prerequisites. Steps for implementing an indicator checklist are detailed. Charts are provided.

7. Terpstra, Jake. Licensing's Contribution to the Prevention of Child Abuse. Washington, DC: Department of Health and Human Services, March 1984.

The paper explores ways in which licensing out of home care can be strengthened to improve child care and prevent child abuse. Protections for general child care are noted, including reference checks, review of child abuse report registers, and educational requirements. Additional activities other than rule enforcement activities that are nevertheless part of the licensing process are also discussed, including routine discussion with staff and children, investigation of alleged abuse by both licensing staff and protective services staff, and advocacy efforts on the part of licensing staff.

8. Texas. Senate. Committee on Health and Human Resources. Child Day Care Regulation in Texas: Report and Recommendations. Austin, May 1984. Available from: ERIC ED 255293

As compared with figures from 1979, the incidence of validated abuse in child day care facilities in Texas has risen 330 percent. In response to growing public concern about the potential risks to children in day care, the state Senate Committee on Health and Human Resources was directed to examine state laws regulating child day care and to report findings and recommendations to the legislature. Four categories of state-regulated child care were examined: day care centers, group day care homes, family day care homes, and registered family homes. The background of day care regulation in the state was reported; included was the finding that registered and licensed facilities have recently doubled, while state child care regulatory staff has been cut by more than half. Recommendations to the legislature included (1) notifying parents when a day care facility's license or registration is being denied or revoked; (2) increasing parents' awareness of the state's limited regulatory function; (3) strengthening procedures for verifying registered family homes' compliance with fire, sanitation, and safety requirements; (4) authorizing legal remedies against registered family homes; (5) requiring family homes to renew registration every 2 years; (6) charging a fee for licensure or registration; and (7) increasing funding for the Child Care Licensing Division. Regulation of registered family homes, child care training, and criminal background checks for child care providers were also discussed. An appendix includes the state regulation for child care facilities.

9. Terpstra, Jake. Licensing of Children's Services. Washington, DC: Department of Health and Human Services. Office of Human Services. Children's Bureau, November 1984. Available from: ERIC ED 255304

The purpose of licensing is to provide protection in circumstances in which people are vulnerable and to mandate that positive services will be provided. The common denominator of human vulnerability in licensed children's services is the fact that the children are in the care of someone other than their families. Licensed services include family day care homes, day care centers, child placing agencies, family foster homes, and child care institutions. Licensing mandates a basic level of quality because it is the floor below which it is not legal to operate. Licensing is selective in that it usually follows children who are placed by public agencies or children whose care is paid for by public agencies.

Licensing also increases following tragedies and scandals that receive public attention. Strong arguments exist for administering licensing at the state level, but state-level licensing means that there is variation in standards from state to state. Licensing for child placing agencies has been one of the least effective areas. In all kinds of licensing, multiple forms of protection are needed, i.e., credentialing of individuals, program accreditation, and parent involvement (especially in day care). Licensing, like any form of regulation, may interfere with the rights of persons who wish to carry out a certain enterprise, but society has a legitimate interest in protecting the welfare and rights of children.

10. Kendall, Earline D.; Walker, Lewis H. "Day Care Licensing: The Eroding Regulations." Child Care Quarterly. Winter 1984; 13: 278-290.

Asserts that "state regulations are changing as the staff who oversee licensing at the state and local levels are cut and/or given responsibilities in addition to licensing. Nearly half the states are considering registration of day care homes. As part of Child Watch, Looking Out for America's Children, current licensing standards were examined and licensing offices of all states were queried concerning changes since 1980. The responses of 49 licensing offices are summarized. Professional assessment, as proposed by the National Association for the Education of Young Children, is suggested as an addition to licensing or registration."

11. Lehrman, Karen; Pace, Jana. Day-Care Regulation: Serving Children or Bureaucrats. Washington, DC: Cato Institute, 1985. Policy Analysis 59.

Submits that day care regulations "which vary from state to state and municipality to municipality, can dictate everything from the time a facility opens to the width of the exit door. The intent of these regulations is to ensure minimum health and safety standards for the children and to guarantee responsible care by the day-care provider. Unfortunately, many requirements do little to achieve these aims, while a major effect of regulation has been to raise the cost of day-care services, driving providers underground and limiting the number of children who can benefit. Unnecessary regulations are stifling the supply of day care at a time when the need has never been greater and shows every sign of continuing to surge."

12. Young, Katheryn T.; Zigler, Edward. Infant and Toddler Day Care: Regulation and Policy Implications. New Haven: Yale University, 1985.

Recent research indicates there are identifiable and important characteristics of the day care environment that influence its quality and ultimately the psychological development of infants and toddlers. An analysis of existing licensing requirements indicates there is great variation among the states in standards for infant and toddler day care. These variations translate into a wide range of experiences for these very young children.

13. Hawaii. Department of Education. Office of the Legislative Auditor. Study of the Regulation of Child Care in Hawaii: A Report to the Legislature of the State of Hawaii. Honolulu, February 1985. Available from: ERIC ED 264011

This report focuses on the legal framework governing the operations of child care centers and family day care homes in the state of Hawaii. The scope, adequacy, and effectiveness of these regulations in protecting the health, safety, and welfare of young children are reviewed. A secondary focus is the management of the child care regulatory program by the Department of Social Services and Housing. Chapter 1 states the objectives and scope of the study and outlines the organization of the report. Chapter 2 provides background information on child care and its regulation nationally and in Hawaii, and chapter 3 discusses some principles relating to government regulation and the adequacy of child care regulations. The management of the child care regulatory program by the Department of Social Services and Housing is examined in chapter 4. Chapters 5 and 6 assess, respectively, the effectiveness of chapter 892 (the laws for licensing child care centers and group day care homes) and chapter 891 (laws issued for the licensing of family day care homes). A summary of the report is provided in chapter 7.

14. Grubb, Erica B. "Day-Care Regulation: Legal and Policy Issues (Child-Care Symposium Issue)." Santa Clara Law Review. Spring-Summer 1985; 25(2-3): 303-374. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

15. Tobin, Catherine J. "Overhauling State Licensing Requirements: Making Quality Child Care a Reality." Journal of Legislation. Spring

1985; 12(2): 213-224. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

16. Class, Norris E.; English, Jean. "Formulating Valid Standards for Licensing." Public Welfare. Summer 1985; 43: 31-35.

Presents the theoretical bases for establishing operationally valid standards for the regulation of child care facilities. Suggests that licensing be based on "reasonably directive and reasonably enforceable" standards.

17. "Church-Operated Day Care Center Subject to State Licensing." Zoning and Planning Law Report. October 1985; 8(9): 160. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

18. Henry, Terry Marcus. "Church-State Conflict Under the Texas Child Care Licensing Act: A Ten-Year History." Southwestern Law Journal. February 1986; 39(5): 1049-1066. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

19. Anderson, Elaine A. "Family Day Care Provision: A Legislative Response." Child Care Quarterly. Spring 1986; 15: 6-14.

Discusses state legislative oversight of family day care homes policy in Connecticut and general issues concerning licensure.

20. "NAEYC Position Statement on Licensing and Other Forms of Regulation of Early Childhood Programs in Centers and Family Day Care Homes. Public Policy Report." Young Children. July 1987; 42(5): 64-68.

Policy and Issues

1. Federal Interagency Day Care Requirements. Washington, DC: U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, 1978. Available from: NTIS PB81-203705

Day care services supplement parental care by providing for the care and protection of children who must be outside of their own homes for a substantial portion of a 24-hour day. These services may be provided

when parents are employed, are in training programs, or, for other reasons, need these services for their children. Day care services should be developed and carried out as part of a comprehensive community plan designed to promote and maintain a stable family environment for children.

2. Noonan, Roberta L. Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. January 30, 1978. Available from: ERIC ED 161549

This investigation of educational policy for child care facilities identifies 18 areas of school operation that would benefit from written policy statements and suggests six procedures to use in formulating policy. Interviews with six child care center directors, a review of the literature, and a review of federal and state standards for child care are used as a basis for formulating a definition of policy and identifying parties responsible for policy formation. Suggested areas of operation for which written policy statements are advisable include ownership, purpose, goals, enrollment, parent participation, health requirements, financial arrangements, personnel, research, discipline, and maintenance. The suggested policy formation process consists of the following steps: planning, definition, weighing the issue, formulating the statement, formal adoption, and identification of the consequences of policy in coordination with periodic policy review.

3. Garrett, Larry N. and C. Joanne. Federal Funds for Public Child Care: Boon or Bust? 1979. Available from: ERIC ED 254311

This pamphlet discusses issues related to the question of whether and how the federal government should finance prekindergarten public child care. Specifically, several policy statements are explored: (1) The financial apparatus should include input from federal, state, and local levels; (2) there should be local autonomy in management/implementation processes; (3) there should be maximum parental and community involvement in programs; (4) existing schools and other facilities should be used, and staffing should include other personnel as well as unemployed teachers; and (5) programs should maximize effectiveness while being child-centered. Other issues discussed are the costs of day care, evaluation of child care programs, student transportation, nutritional standards, licensing requirements, and the possible effects of encouraging women to work. Several current federal programs concerned with

child care and child welfare are described, and many recommendations are made for administering a federal system of day care. These recommendations include creating a central agency to administer child welfare programs, providing funding through vouchers paid directly to parents, and organizing a loosely centralized network by dividing the United States into service areas within which would be created prime local sponsors to administer federal day care in a certain area.

4. Duncan, Carolyn Wilkerson. "Winning Friends and Influencing Legislation for Child Care." Day Care and Early Education. Fall 1979; 7(1): 29-30.

Argues that child care administrators must take the initiative in developing the support child care needs, and in influencing legislation that will develop a national child care policy.

5. Kushman, John E. "A Three-Sector Model of Day Care Center Services." Journal of Human Resources. Fall 1979; 14(4): 543-562.

Regarding the market for day care services, a study was made using a model that treated government sponsored, private nonprofit, and for-profit producers separately. Further, the model distinguished between custodial, educational, or developmental day care services. Data used were from North Carolina (1973) where the situation was considered typical. Market level demand functions were estimated using Tobit analysis. Government center care was found to be responsive to costs to local taxpayers. The proprietary sector indicated the greatest responsiveness to female labor force participation. There was some evidence that voluntary care responded to the local burden of redistributive expenditures as well as labor force opportunities. The descriptive evidence and econometric estimates presented by the results offer a coherent framework for analyzing day care center services, as they: 1. establish the importance in dealing with producer types separately in forecasting, planning, and policy formulation, 2. suggest hypotheses regarding sectors' roles and interactions, 3. give preliminary estimates of market behavior, and 4. provide evidence of a substantial effect on demand. References. Tables. (c)ABI

6. Haskins, Ron. "Day Care and Public Policy." Urban and Social Change Review. Winter 1979; 12(1): 3-10.

Two types of information that should condition federal decisions about day care are summarized. These include data concerning the supply and demand for day care and the effects of day care on children's development.

7. Kamerman, Sheila B.; Kahn, Alfred J. "The Day-Care Debate: A Wider View." Public Interest. Winter 1979; 54: 76-93.

The issue of how young children should be cared for during the day when the parent or parents work outside the home continues, despite loss of congressional support for day-care legislation and lack of any group consensus. Clearly, a demand exists for day-care programs in the 3-5 age group, and there is a similar need evident for school-age children of working parents. For both pre-school and school-age children, there is a lack of data as to the nature and extent of the day-care demand. The issue is confused with misinformation, myths, ideology, and ignorance of the situation. Just how responsible the government should be in the day-care issue is also undetermined. While some alternatives do exist, none has emerged as a preferred program. Thus far, such discussion has moved beyond day care to child care, and from child care to parenting. As the U.S. is entering a period of unprecedented expansion in the number of adults of peak work and family responsibility ages, they will become involved increasingly in the issue, and it seems unlikely that they will find the present situation acceptable. (c)ABI

8. Goldhaber, Dale. "Child Care Services and Public Policy: A New Perspective." Children and Youth Services Review. 1980; 2(4): 369-385.

A new view of early experience is emerging in the literature. Implications relative to public policy for early childhood services & possible consequences of misinterpretation are discussed. Present justifications for providing early child care services to families, the origins of these justifications, & the limits they impose for providing quality early child care are reviewed. A proposal is offered for more appropriate foundation in ensuring the maintenance of quality early child care programs for families. HA. (c)SAI

9. Dobbin, Sheila L.; McCormick, Andrew J. "An Update on Social Work in Day Care." Child Welfare. February 1980; 59(2): 97-102.

The history & goals of day care for preschool children vis-a-vis the goals of social service delivery are examined, with focus on the role of social workers in providing this service to families. Personal experience in a large day care agency is used as a basis for the view that day care today is a normative, preventive service needed by many families. Developmental day care provides families with a needed service & provides both parents & children with increased skills for living, encouraging independence & resourcefulness within families. Day care is seen as providing an ideal setting for preventive social service delivery: the needs of communities & individuals continuously change, & the day care setting provides a ready avenue for the ongoing assessment of these needs. Modified AA. (c)SAI

10. Dunlop, Kathleen H. "Child Care and Parent Education: Reformist Rationales for Governmental Intervention." Education and Urban Society. February 1980; 12(2): 175-191.

In most societies, governmental involvement in child care & parent education is based on publicly accepted rationales for such intervention. This appears to be true both in societies that view the family as the optimal source of care & education & in those that view the family as a practical, but ultimately transitory, source of care & education. Based on a review of several countries' child care & parent education policies over the last decades, but with special reference to policies in the United States, it is observed that rationales for intervention generally fall into one of three categories: reactive or maintenance-oriented rationales, reform-oriented rationales, & proactive or revolutionary rationales. These categories rest on different views of the most appropriate relations between the individual, the family, & the society; they also reflect different sociopolitical beliefs about the most appropriate role of government in the care & socialization of children, the education of parents, & the support of families. Reform-oriented rationales are reviewed in some detail: responding to social trends; enhancing child development; enhancing parental competence; providing support to families; supporting equal opportunity for women; & supporting community development. Several general observations concerning public policy for child care & parent education are considered. AA. (c)SAI

11. Peters, Donald L.; Hodges, Walter L. "Statewide Evaluation of Child Care: Problems and Benefits." Young Children. March 1980; 35(3): 3-13.

Four broad areas relating to the evaluation of child care at the state level are addressed: methodology, logistics, politics, & benefits of statewide efforts. Particular attention is given to the relationship between evaluation & the impact of day-care services on children. Statewide evaluations of child care differ from local or federal evaluations in size, scope, sensitivity, & impact. Problems encountered in each of these areas are detailed. Despite numerous drawbacks, a statewide focus provides the best opportunity to study, regulate, & influence child-care providers. 1 Figure. Modified HA. (c)SAI

12. Roth, William. "Day Care: A Spectrum of Issues and Policy Options." Journal of Sociology and Social Welfare. March 1980; 7(2): 188-218.

Current debates about the merits of various forms of day care often miss significant issues; hence, some of the important policy options may be ruled out, or in, for the wrong reasons. Child day care is analyzed in terms of a spectrum of options; one end of this offers maximum market freedom in the form of income redistribution, a negative income tax, children's allowance, or other transfer assistance, to be spent on the market if this is desired for day care services; the other end offers a system of comprehensive child day-care centers. In between are mixtures of the two & special blends such as voucher systems. A clearer image of day care is offered, which identifies its relation to antipoverty programs. Various day-care policy options can be analyzed on the basis of their assumptions about cost, theories of child development, definitions of universality, preferences of parents, returns to scale, economic rationality, market responsiveness, quality, consumer democracy, & citizen control. Three central issues lie outside of this analysis: freedom, political environment, & the target group to which day care is directed. Day care is best conceived as directed toward mothers, not toward children or families, since it is often the mother who is most in need of its benefits. Reasonable policy on day care should be directed to mothers' needs. Modified HA. (c)SAI

13. Creange, Renee. Campus Child Care: A Challenge for the 80's. Field Evaluation Draft. Washington, DC: Association of American Colleges, May 1980. Available from: ERIC ED 187255

The issue of the increased demand for child care on campus is considered, and possible institutional solutions are recommended. Since parents needing child care appear to be male students as well as reentry

women, the suggestions may be helpful in increasing educational opportunities and participation of both sexes. Topics include: advantages of providing campus child care; child care and course load; child care and equal opportunity for reentry women and for minority women; child care and financial aid; title IX and other federal laws; state laws that hinder students needing child care; paying for child care on campus; federal and state resources; and kinds of formal and informal arrangements that have been used for child care. Those who need campus child care include male and female undergraduates; graduate, minority, and reentry students; single parents; faculty members; and campus employees. It is suggested that it is usually the woman student who most needs child care services on campus. A selected list of resources and organizations is included, as is a field test questionnaire evaluating this report.

14. Dreskin, Wendy. "Where Have All the Preschools Gone?" Instructor. May 1980; 89(10): 26-27.

Yielding to financial and community pressures, almost all preschools have added day-care programs to serve working mothers. A preschool program is fundamentally for children. A day-care program is for parents, and that makes all the difference.

15. Thompson, Margery. "Head Start Teaches Lessons Board Members Should Learn." American School Board Journal. June 1980; 167(6): 31-33.

Looks at evaluations of the program to frame a discussion of the troubled history of Head Start and its current favored position.

16. Boles, Janet K. "The Politics of Child Care." Social Service Review. September 1980; 54(3): 344-362.

Several comprehensive child care bills were introduced in Congress during the 1970s. None, however, became law. It is argued that child care legislation faces more difficult problems of agenda building & policy formulation than do most other proposed public policies. These include: societal definition as a "private" issue, which is inappropriate for governmental action; lack of a persuasive data base on needs, costs, & impact to guide policymakers; conflicting goals among supporting

groups; & the recent emergence of mobilized opposition groups that can readily expand the controversy to the general public. 1 Table. HA. (c)SAI

17. Peters, Donald L.; Sibbison, Virginia. "Considerations in the Assessment of Community Child Care Needs." Residential and Community Child Care Administration. Fall 1980; 1(4): 407-420. With increased interest in and federal and state support for the development of day and community child care services throughout the United States, many communities have begun a more "planful" approach for the coordination of community care services. Where such planning is attempted in some systematic fashion, the effort usually begins with an "assessment of needs." While assessing needs is clearly a logical starting point, there are a number of pitfalls evident in the manner in which it is usually carried out.

18. Wattenberg, Esther. "Family Day Care: Out of the Shadows and Into the Spotlight." Marriage and Family Review. Fall-Winter 1980; 3(3-4): 35-62.

The child care debate of the 1970s has been caught in a crossfire of conflicting ideologies & social policy uncertainties. Family day care, a largely informal but widely used enterprise, has emerged from this debate as an indispensable component of child care arrangements. The literature on this mode of child care is reviewed. Characteristics of the unstructured nature of family day care, intended to replicate the climate of the "natural" home, are explored. The changes taking place in this informal system, with an increasing need to conform to regulation because of public subsidies, are delineated. The history of family day care regulation has been turbulent; it now stimulates an interest in new regulatory strategies. Review of research in family day care shows that the data fail to reveal an unequivocal direction for social policy; further directions for research are noted. For the next decade, both the public & private sectors should explore this informal mode of child care & its place in a range of child care arrangements on a systematic basis. 2 Tables, 1 Figure. Modified HA. (c)SAI

19. Peters, Donald L. "Social Science and Social Policy and the Care of Young Children: Head Start and After." Journal of Applied Developmental Psychology. Winter 1980; 1(1): 7-27.

The relative influence of social science research in the formulation of United States social policy is reviewed over a 20-year period through historical case studies of Head Start & federally funded day care. Ten economic, social, & political factors that affect policy making are outlined, but it is concluded that although these factors are the principal initiators of broad program efforts, social science research is influential in specifying particular problems & "finetuning" solution alternatives. The subjectivity of social science research is addressed by analyzing both the nature of research questions asked & the advocacy role played by social scientists. Modified HA. (c)SAI

20. Gnezda, M. Therese (Ohio State University, Columbus). Day Care Policy: Its Implications for Women. 1981.

Paper for the North Central Sociological Association.

Investigated are the evolution of national day care policy (DCP) & its inherent values as they impact upon women through policy formation & implementation strategies. DCP affects its users by providing them with greater opportunities for personal development & supporting the integration of their child rearing, education, & employment options & responsibilities. DCP also reflects the social definition & occupational status of day care providers, the majority of whom are women. Occupational status of providers is examined through consideration of provider qualifications, training criteria, & general day care program characteristics. (c)SAI

21. Rutter, Michael. "Social-Emotional Consequences of Day Care for Preschool Children." American Journal of Orthopsychiatry. January 1981; 51(1): 4-28.

Research evidence on the social & emotional sequelae of day care is reviewed. Although day care for very young children is not likely to result in serious emotional disturbance, it would be misleading to conclude that it is without risks or effects. Much depends on the quality of the day care, & on the age, characteristics, & family circumstances of the child. Areas in need of further study are identified, & some speculative policy implications offered. 92 References. HA. (c)SAI

22. Seguret, M. C. "Child-Care Services for Working Parents." International Labour Review. November-December 1981; 120(6): 711-725.

Examines the attitudes of the public authorities in various countries concerning child-care services for working parents and the different systems of care in operation in industrial and developing nations.

23. Porter, Carol J. Professionalization and Day Care: Friend or Foe? November 13, 1981. Available from: ERIC ED 211201

Paper presented at the Conference on Child Care Education, University of Miami (Coral Gables, FL, November 13, 1981).

The concept of day care service as a profession is discussed against the backdrop of decreased federal funding and increased federal emphasis on decentralization of government services. Because the public equates caring for other people's children with caring for one's own children, it is contended in this document that the issue of day care provision is particularly misunderstood, and that the public remains unconvinced that day care providers possess knowledge and skills not possessed by those outside the field. Professionalization of day care services is advocated as the means of best coping not only with the current federal suspicion of day care but also with the unsatisfactory working conditions experienced by day care workers. Eight characteristics of a profession are identified, and while professionalization of day care is advocated, the eight characteristics are also analyzed in terms of their use by opponents of day care. Realities of professionalization are discussed in terms of educational and service costs, resistance to standardization from within day care ranks, and sources of recognition for professionals. Recommendations regarding immediate steps to take include implementing informal networks of human services workers, becoming more involved in professional organizations, studying processes and efforts successfully used by business and industry to appeal to the public, and communicating with legislators.

24. Zaitlin, June H.; Campbell, Nancy Duff. "Availability of Child Care for Low-Income Families: Strategies to Address the Impact of the Economic Reconciliation Act of 1981 and the Omnibus Budget Reconciliation Act of 1981." Clearinghouse Review. August-September 1982; 16(4): 285-313. (Legal Resources Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

25. Lewis, Gordon H. (Carnegie-Mellon University, Pittsburgh, PA). Determining Policy in a Complex Setting: The Provision of Subsidized Day Care. 1983.

Paper for the Society for the Study of Social Problems.

Public policy in a given area is often under the control of multiple actors, each of whom is able to affect the outcomes for the others but is only in partial control. Outcomes may be affected not only by direct legislation or regulation, but by other programs that are linked to the controlling legislation. In addition, the process of setting policy is dynamic, with actors asserting control at different times & without apparent coordination. All of these characteristics are illustrated in the context of policy concerning subsidized day care. As is shown, the effects of acts only indirectly related to subsidized day care have had massive impacts on the incentives for all of the actors in the system. (c)SAI

26. Suransky, Valerie Polakow. "Tales of Rebellion and Resistance: The Landscape of Early Institutional Life." Journal of Education. Spring 1983; 165(2): 135-157.

Based upon observations of two preschool settings, argues that such environments are often adult-oriented and are alienating for children. Attributes problems in day care settings to their modeling on the bureaucratic organization of the corporate state, in which productivity, conformity, and docility are seen as desirable.

27. Lewis, Gordon H. "The Day Care Tangle: Unexpected Outcomes When Programs Interact." Journal of Policy Analysis and Management. Summer 1983; 2(4): 531-547.

The interaction of different service programs in producing day care utilization patterns is examined, focusing on how 1981 changes in the federal Aid to Families With Dependent Children (AFDC) program affected use of private & public day care in Pittsburgh, Pa. The administration of tax laws, food stamps, AFDC, & social service block grants—all of which affect available income for child care—is shown as dispersed among different agencies & governmental levels, making prediction of changes in consumption with policy change extremely difficult. The impact of the AFDC cuts is discussed as increasing financial incentives for low-income

families to use publicly subsidized day care rather than private agencies, despite the higher cost of the former program to the government. The nature of this consumption change is analyzed from the viewpoint of both the families & government, demonstrating that it was both unforeseen & unexpected. Implications for other areas of policy analysis are briefly considered. 1 Table, 9 Figures, 2 Appendixes, 1 Reference. Modified HA. (c)SAI

28. Rose-Ackerman, Susan. "Unintended Consequences: Regulating the Quality of Subsidized Day Care." Journal of Policy Analysis and Management. Fall 1983; 3(1): 14-30.

Advocates for the poor frequently support uniform, high federal standards for subsidized social services. While such standards may improve the quality of services for those who qualify, they can also have unintended but important side effects. Stringent regulations may actually curtail the supply of services, promote segregation, & expand the role of large subsidized for-profit firms. All these possibilities are illustrated by the history of federal regulation in subsidizing child day care. The federal government's retreat from regulation in 1980 & 1981 may have had results that—even if unintended—were in many ways salutary. (c)SAI

29. Zigler, Edward F.; Lang, Mary E. "Head Start: Looking Toward the Future." Young Children. September 1983; 38(6): 3-6.

Points out accomplishments of Project Head Start and suggests issues to be considered for future program development.

30. Who Will Mind the Babies? Washington, DC: National Center for Clinical Infant Programs, 1984.

Discusses "policy issues involved in developing assurance of adequate child care opportunities for infants and toddlers under three."

31. Auerbach, Judith Daine (University of California, Berkeley). Issues in Child Care for Working Women: The New Role of the Employer. 1984.

Paper for the Society for the Study of Social Problems.

Who is responsible for child care now that a majority of United States women work? What is the role of the family, the state, & the employer? A historical sketch of extrafamilial childcare arrangements & programs illustrates how structural conditions, such as the need of the state to employ women in greater numbers, have reciprocally affected the ideological debate concerning the working mother & employer-sponsored child care. Limited conditions under which businesses do provide services, the types of programs involved, & their success, reveal the extent to which the ambivalence about child-care responsibility still prevails. (c)SAI

32. Immerwahr, John. "Building a Consensus on the Child Care Problem." Personnel Administrator. February 1984; 29(2): 31-37.

Advocates of child care policies must make their arguments in terms of the real needs of working mothers, rather than in terms of political and moral issues. Politically, liberals and conservatives clash when the issue is defined as whether it is desirable for mothers to work, regardless of financial need. The Public Agenda Foundation's 1982 survey reveals that conservatives are more likely than liberals to view child care as bad for mothers and children and as weakening the family. Public opinion research reveals unresolved conflicts between the rights of women to work and the needs of children for maternal care. Of those surveyed, 93 percent believe a mother's first responsibility is to her children. There is consensus that women who need to work for financial reasons also need child care. The majority of those surveyed favor day care on company premises as the solution. Tables. (c)ABI

33. Blum, Marian. Contemporary Day Care: Does It Meet Either Educational or Family Needs? April 1984. Available from: ERIC ED 248025

Paper presented at the Meeting of the New England Association for the Education of Young Children (Manchester, NH, April 27-28, 1984).

Center-based day care, at its current level of funding, is meeting neither adult nor child needs. Parents, especially working mothers, need child care that is reliable, flexible, professional, and affordable, but day care is rarely flexible, has few accommodations for emergencies, and is often not satisfactory for the maximum development of children. In addition, parents may pay as much as 20 percent of their income for such services. Day care teachers need jobs with adequate salaries, decent hours,

vacations and fringe benefits, pleasant and healthful working conditions, career ladders, and respect from their clients and from society in general. They get almost none of these things. Children have many personal, interpersonal, and educational-developmental needs. Few day care centers, minimally funded as they presently are, can meet children's needs. Problems, especially health problems and the problem of dehumanization, are most severe among younger children attending centers with the longest hours of operation. Although psychological studies indicate few negative effects of day care on participating children, methodological problems cast doubt on such findings. To alleviate some of the problems of day care, parents must stop the pattern of exploiting day care workers, and society must acknowledge the importance of child care and encourage men as well as women to raise the next generation.

34. Phillips, Deborah. "Day Care: Promoting Collaboration Between Research and Policymaking." Journal of Applied Developmental Psychology. April-June 1984; 5(2): 91-113.

An agenda for day care research tailored to current policy concerns is presented. Familiar developmental issues related to the quality of day care are recast within a policy perspective. Largely unexamined issues pertaining to the costs & supply of day care, the preventive role of day care services, economic & employment-related effects, links between day care & other settings that comprise children's environments, & alternative approaches such as employer-sponsored care, are also identified. It is argued that these issues extend current conceptualizations of interdisciplinary & ecological research. An overview of recent sociodemographic trends & changes in federal day care policy is provided. A discussion of emerging policy issues that could profit from input by child development research serves as background to detailed suggestions for research that can advance the dual goals of informing day care policymakers & contributing to developmental theory. 2 Tables, 95 References. HA.
(c)SAI

35. Browne, Angela C. "The Mixed Economy of Day Care: Consumer Versus Professional Assessments." Journal of Social Policy. July 1984; 13(3): 321-331.

Characteristics of six day care programs in the United States, consumer preference, & the impact of education, income, & costs on consumer ratings were evaluated to determine the quality of consumer judgment of

these programs. Data gathered through a questionnaire survey of 241 day care consumers indicate a tendency to be inattentive regarding the basic elements of care, & to overestimate the quality of care. The mixed economy of day care is projected to function with little internal regulation & to benefit the providers more than their charges, if consumers continue lacking the knowledge, skill, or inclination to make discriminating choices. A public rating system, enhancing the consumers' knowledge, is recommended. 3 Tables, 14 References. Modified HA. (c)SAI

36. Freis, Ruth; Miller, Miriam. Vendor/Voucher Systems: A Parent Selected Child Care Subsidy Program That Works. September 1984. Available from: ERIC ED 251174

Paper presented at the National Center for Neighborhood Enterprise Conference on Child Care in the United States: Toward a National Consensus (Washington, DC, October 28, 1984).

This paper describes the advantages of the vendor/voucher child care delivery system model developed by the consulting firm of Freis and Miller and Associates. An overview of the current situation discusses (1) the increasing demand for child care; (2) the cost-effectiveness of public child care assistance programs that enable low-income families to work; (3) the need for regulation to establish minimum standards for child care; and (4) the need for policy changes to support non-center-based child care. In the vendor/voucher or purchase of service system, funds from the state of California are made available through subcontracts with private or public agencies. Families receive funds based on income and need for service and choose the form of child care (public or private center or family care) that best meets their needs. Quality indicators for a vendor/voucher system include regulation of care providers, sufficient stable funding, maximum parental choice in selecting child care, and efforts to increase the quality of care. This model allows employers or other organizations to contribute funds in order to expand services. It is suggested that the model is a logical one for communities that wish to develop new child care systems or expand old ones.

37. Caldwell, Bettye M.; Boyd, Harper W., Jr. "Effective Marketing of Quality Child Care." Journal of Children in Contemporary Society. Winter 1984; 17(2): 25-39.

Theme issue with title "Marketing Child Care Programs: Why and How." Identifies negative public and professional attitudes that lie beneath the contemporary negative image of quality child care. Argues that concepts and principles of marketing are appropriate for influencing parents to choose high-quality services and helping ensure that supplementary care is of sufficient quality to enhance, not inhibit, the development of children.

38. Frank, Mary; Caldwell, Bettye M., Eds. "Theme Issue: Marketing Child Care Programs: Why and How." Journal of Children in Contemporary Society. Winter 1984; 17(2): 1-107.

Contains seven papers divided into three sections addressing (1) the application of marketing principles to child care organizations and ways of remedying the negative public image of child care; (2) training child care professionals to develop marketing skills; and (3) successful uses of five basic marketing skills illustrated through four case studies.

39. Retsinas, Joan. "Of Bread and Roses ... and Bread." Social Development Issues. Winter 1984; 8(3): 127-138.

Robert Merton's distinction of latent & manifest functions (Social Theory and Social Culture, New York: The Free Press, 1968) is useful for analyzing government-subsidized day care offered to women on welfare. Before liberals eulogize the demise of day care, they should separate the latent from the manifest functions. Although government day care subsidies promised to give welfare mothers economic & psychological self-sufficiency, as well as to give children quality care, these rationales have legitimated the subsidy to the public—in short, the manifest functions. Latent functions have been economic: day care subsidies have bolstered the labor force of the competitive capitalist sector, as well as the labor force of the day care industry itself. 1 Table. HA. (c)SAI

40. VanderVen, Karen. "Barriers to an Effective Marketing Stance in Child Care." Journal of Children in Contemporary Society. Winter 1984; 17(2): 43-56.

Argues that lack of appropriate attitudes and skills has hampered the ability of child care practitioners to enhance the public image of child care and to use marketing strategies to serve the consumers of child care

services most effectively. Recommends articulated career paths and specific interventions with practitioners to reverse this problem.

41. Comfort, Randy Lee; Williams, Constance D. The Child Care Catalog: A Handbook of Resources and Information on Child Care. Littleton, CO: Libraries Unlimited, 1985.

The manual provides information about child care for parents, students, teachers, and administrators. The catalog is organized into chapters with the following central topics and subtopics: (1) options in child care (day care homes, centers, unique child care programs); (2) referral centers; (3) selection of child care (minimum licensing requirements, adaptation to day care, effects of day care); (4) operation of a child care facility (training for providers and administrators); (5) special needs children in child care (associations, programs); (6) government and child care (federal and state agencies); (7) the legal aspects of child care (regulations, legal resources concerned with children); and (8) additional sources of information, efficient use of the library, computerized information retrieval, organizations, directories, audiovisual materials, and periodicals. Bibliographies appear throughout.

42. Adlin, Sheryl. The Governor's Day Care Partnership Project. Boston: Massachusetts Governor's Office, January 1985. Available from: ERIC ED 275434

Constituting a comprehensive child care policy, 30 recommendations are presented with an aim to increase the supply of affordable, high-quality day care in Massachusetts. "Quality," defined as "services meeting children's developmental needs," is the critical component and underlying theme of each recommendation. This document provides an executive summary of 17 major recommendations, a list of individuals participating in the development of the recommendations, and the complete report. The recommendations form the foundation and framework for the development of a strong community-based delivery system supported by public/private partnerships. Introductory sections discuss the need for affordable, high-quality day care in terms of family economic self-sufficiency, continued economic growth, the importance of quality, the lack of supply, and the state government's role. To illustrate a possible outcome of the policy, day care as envisioned in 1989 in one Massachusetts community is briefly described. The major portion of the report delineates the day care recommendations, accompanying rationale, and

guidelines for implementation in four sections concerned with resource development, quality, affordability, and policy coordination and implementation. Appended are recommendations for the implementation of a comprehensive training model and changes in licensing regulations regarding center staff and family day care provider qualifications.

43. Bridgeland, William M., and Others. "Child-Care Policy Arenas: A Comparison Between Sweden and the United States." International Journal of Comparative Sociology. March-June 1985; 26(1-2): 35-44.

A comparison of three child-care policy-making arenas (structure, culture, & programming) for young children in Sweden & the United States. Swedish child-care experience is more highly developed, bureaucratized, & politically coordinated. United States practice is much more custodial, maintenance oriented, & politically fragmented. 25 References. HA. (c)SAI

44. Kamerman, Sheila B. "Child Care Services: An Issue for Gender Equity and Women's Solidarity." Child Welfare. May-June 1985; 64(3): 259-271.

It is argued that, with the dramatic increase of women with young children entering the work force, the child care issue must be acknowledged as a universal one—affecting children, men, society at large, & particularly women—if any major improvements are to occur. Only when women recognize that child care is a major economic & political issue, as well as a child development/ welfare issue, will the necessary political constituency be available to support new policy initiatives. Child care issues of particular importance to women are discussed in detail. 1 Table. K. Hyatt. (c)SAI

45. Stephan, Sharon. "Child Day Care: The Scope of Federal Involvement." Congressional Research Service Review. September 1985; 6: 23-26.

In recent years, concern has been expressed, partially in response to increased labor market involvement of mothers, that there is a growing and unmet need for child day care services, particularly for low-income families. In addition, reports in 1984 of alleged instances of sexual abuse in child day care facilities elicited concerns regarding the quality of

available services and contributed to insurance cancellations and increased renewal rates for day care providers. The federal role in child day care has been primarily to provide funding for day care services through a variety of programs which, in most cases, also provide funding for other services. In this context, the question of whether the scope of federal involvement in child day care should be expanded or limited has been subject to debate.

46. Fooner, Andrea. "Six Good Solutions for Child Care." Working Woman. October 1985; 10(10): 173-176.

Six local communities have established innovative solutions to the problems of supplying adequate child care. Children's World (Evergreen, Colorado) is able to deliver quality care and still make a profit. According to company president Robert Benson, Children's World spends more to achieve quality care and does not expect profits of much more than 5 percent. Child Care Assurance Plan (Tidewater, Virginia) registers family-day-care homes under state regulations and checks its individual care-givers extensively. Garment Industry Child Care Center (New York) overcame the shortage of funds for public day care by combining public and private funds to open a center for 70 preschoolers. The After School Day Care Association (Madison, Wisconsin) rents space from elementary schools to care for elementary-school children until their parents get off work. Glendale Child Development Center (Minneapolis, Minnesota) keeps a small staff-to-child ratio and has a learning environment that fosters independence. IBM set up the Child Care Referral Service, a national network referral and information center for parents. (C)ABI

47. Hill-Scott, Karen. Diversity: An Approach to Child Care Delivery. October 16, 1985. Available from: ERIC ED 266869

Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, DC, October 16-18, 1985).

Child care services differ in terms of types of arrangements, providers, programs, delivery systems, and children served. This diversity is needed to provide black children with as many opportunities as possible for a good start in life and to avoid limiting them to the one publicly funded child care center in a neighborhood. California's system of child care services provides an example of diversity; the state subsidizes 15

different program types, ranging from child care for migrant workers (located on farm sites) to child care and parent training for teen mothers (located on the high school campus) to alternative payment programs where parents choose the care they want and the state pays the cost. Linking these programs together for the consumer is a network of state funded Child Care Information and Referral Services which provides, free of charge to any parent who calls, information and a referral to the child care arrangement that meets their needs. Despite problems, California is one state in which diversity has been successfully implemented. Some generic outcomes of the California model have great benefit to child care consumers and providers, but possible negative consequences of increasing the variety of publicly funded programs can be seen. However, despite caveats about developing diverse models of child care, without diversity the future in child care will be bleak.

48. Bricker-Jenkins, Mary; Sindos, Louise. "Making Capital on Kids: The Economic Context of Day Care Policy Debates." Catalyst. 1986; 5(4[20]): 36-51.

An analysis of day care in the United States as a large-scale social phenomenon & social welfare issue over the past 150 years, shaped by the country's transition from an agrarian economy to advanced industrial capitalism & intervening cycles of economic expansion/contraction. It is argued that the provision of day care has served as a mechanism for managing the position of females in the labor force through enmeshing it in a Keynesian gridlock maintained by patriarchal & capitalist ideologies. The impact of recent economic, ideological, & political forces on this situation are assessed, & implications for day care advocacy strategy discussed. 2 Photographs. K. Hyatt. (c)SAI

49. Lehman, Christine B., and Others. Head Start Connections: A Mainstream Guide to Assessing Community Needs. 1986. Available from: ERIC ED 267901

The purpose of this guide is to provide local Head Start program decision makers with a tool that will be useful in developing needs assessments appropriate to their communities, whether urban or rural. Although the guide focused on community needs assessments for planning mainstream services for children with handicapping conditions, its principles and processes can apply to developing more general community needs assessments by Head Start programs. The materials, adapted

to local situations, can be used to design a systematic process that measures needs against available resources in a manner useful to local programs in their own environment. Contents concern (1) assessing handicap service needs in Head Start; (2) the Head Start Program 6 Cycle; (3) planning the assessment process; (4) a step-by-step process for planning and implementing community needs assessments for children with handicapping conditions; (5) an assessment planning calendar implementing the process; (6) gathering information; (7) sample surveys, such as a resource awareness survey, a community resources checklist, a survey of community needs and resources, a community needs assessment for family services, and a survey of parents of children with handicapping conditions; (8) consumer information; (9) survey forms; (10) tabulating the data; and (11) using the information.

50. Polakow, Valerie. "Some Reflections on the Landscape of Childhood and the Politics of Care." Journal of Education. 1986; 168(3): 7-12.

Provides an overview of a special issue in which educators and child care advocates consider the modern child from the following diverse perspectives: (1) philosophical, (2) pedagogical, (3) clinical, and (4) public and social policy.

51. Thomas, Carol H., Ed. Current Issues in Day Care: Readings and Resources. Phoenix, AZ: Oryx Press, 1986.

Contents include child care services—a national picture; day care options; child care in the year 2000; employer-sponsored day care; licensing; a summary of the findings of a national survey of family day care regulations; a bibliography; and a list of organizations and agencies concerned with day care.

52. Phillips, Deborah. "The Federal Model Child Care Standards Act of 1985: Step in the Right Direction or Hollow Gesture?" American Journal of Orthopsychiatry. January 1986; 56(1): 56-64.

Child care quality has resurfaced as an important policy issue, buttressed by demographic data, increased knowledge about the current status of child care programs, & recent allegations of sexual abuse in

child care settings. Evaluated here is the likely effectiveness of the Reagan administration's major response—the 1985 Model Child Care Standards Act—in assuring that children receive quality care in their early years. 25 References. HA. (c)SAI

53. Eheart, Brenda Krause; Leavitt, Robin Lynn. "Training Day Care Home Providers: Implications for Policy and Research." Early Childhood Research Quarterly. June 1986; 1(2): 119-132.

Compares the characteristics and training backgrounds of day care home providers in an Illinois community with the characteristics and backgrounds of participants in the National Day Care Home Study, and explores what specific factors influenced providers' interests in training.

54. Scarr, Sandra; Weinberg, Richard A. "The Early Childhood Enterprise: Care and Education of the Young." American Psychologist. October 1986; 41(10): 1140-1146.

Psychology has made many contributions to the development of early education programs and to understanding the influence of these programs on later intellectual and social development. Although single-parent and dual-career families are in the majority, policies for children must address the needs of the children and their families.

55. Jorde, Paula. "Early Childhood Education: Issues and Trends." Educational Forum. Winter 1986; 50: 171-181.

Overviews "five themes of early childhood education: the changing scope and nature of programs, the governmental role in support and regulation, new models for the delivery of services, quality as a central concern, and the professionalization of personnel."

56. Auerbach, Judith. Locating Child Care in Sociology. 1987. Paper for the Society for the Study of Social Problems.

As ever increasing numbers of women with young children enter the labor force, child care has become a salient social concern. Three different approaches to studying child care—each inadequate by itself as a

tool for analyzing the contemporary situation—are suggested. (1) Child care can be viewed as a role or set of tasks. What is the nature of the role & the tasks involved in performing it, how is the role allocated, & how does the role change over time? (2) Child care can be understood as a relationship between caregiver & child. What is the nature of this relationship for both the child & the caregiver? (3) Child care can be viewed as an institutional arrangement. How do parents decide what arrangements to make? What social & cultural factors affect their decisions? What is the role of government, employers, & public policy in affecting those arrangements? What are the social implications of different arrangements for children, parents, & the community as a whole? Existing sociological discussions of child care are identified by which of these approaches they take, but it is argued that it is necessary to look simultaneously at the role, the meaning, & the social context of child care to develop a comprehensive sociological analysis. Such a view could enhance understanding of why it is primarily women who still occupy the child care role, how much is really known about the meaning of the caregiver-child relationship for human social development, & what influences the construction of particular arrangements of child care in different social contexts. (c)SAI

57. "Dateline Child Care." Child Care Information Exchange. January 1987; (53): 6-7.

Discusses developmental trends influencing child care programs. They include growing popularity of flexible benefit plans for employees; American children's quality of life; state and local child care initiatives; children's uses of computers; and lack of after-school programs for low-income children. Growth of accredited centers is also discussed.

58. Roderick, Jessie A. "Who Shall Teach Young Children in Multiple Settings?" Childhood Education. February 1987; 63(3): 177-180.

Discusses the qualities that educators need to function effectively in a range of child care settings (multiple settings), such as traditional schools, shopping malls, industrial establishments, and museums. Decision-making skills, sensitive communicative skills, interest in continuing to learn, and questioning of practice are among the qualities desired.

59. Klass, Carol S. "Childrearing Interactions Within Developmental Home- or Center-Based Early Education." Young Children. March 1987; 42(3): 9-13,67-70.

Examines positive child rearing interactions in an out-of-family (home- or center-based) child care setting. Presents a conceptual model of the levels of adult interactions with children and examines specific patterns of adult child interactions. Also urges early childhood educators and supervisors to notice and record these interactions.

60. "Public Policy Report. Guidelines for Developing Legislation Creating or Expanding Programs for Young Children: A Position Statement of the National Association for the Education of Young Children." Young Children. March 1987; 42(3): 43-45.

Presents guidelines to be used when legislation that would expand existing early childhood programs for young children or create new programs is being considered. The categories for these guidelines include provisions for program standards to ensure quality programs; parental access and involvement; service eligibility; interagency linkages and collaboration; professional expertise; and funding.

61. Sells, Clifford J.; Paeth, Susan. "Health and Safety in Day Care." Topics in Early Childhood Special Education. Spring 1987; 7(1): 61-72.

Basic health and day care policies and procedures should be implemented and closely monitored with the help of a health consultant, particularly in terms of respiratory tract, enteric, skin, invasive bacterial, and multiple system infections; acquired immune deficiency syndrome; vaccine preventable diseases; and general safety procedures.

62. "Alliance for Better Child Care (ABC)." Young Children. May 1987; 42(4): 31-33.

Publicizes collaborative efforts of national organizations to generate increased support for child care and to develop national child care legislation to be introduced in the 100th Congress. Reprints letter sent to national organizations; lists charter member organizations of the "Alliance for Better Child Care"; and states principles for legislation in process.

63. Greenman, Jim. "Some Things to Keep in Mind While Trying to Change the World, General Motors, or Your Child Care Program." Child Care Information Exchange. May 1987; (55): 3-7.

Presents insights on issues that need to be considered when one tries to implement changes in day care programs. Such changes involve training and learning efforts; individual characteristics of staff members; staff and program development; effective training programs; and individual motivation techniques.

64. "Infants and Toddlers Away From Their Mothers?" Young Children. May 1987; 42(4): 40-42.

Designed for child caregivers deciding to add an infant or toddler component to their child care center, this article briefly reviews the history of child caregiving and points out steps to consider in implementing such a component.

65. Phillips, Deborah A. "Whither Churches That Mind the Children? Current Issues Facing Church-Housed Child Care." Child Care Information Exchange. May 1987; (55): 35-38.

Examines church-housed child care programs in terms of their recent history, present status, and issues shaping their future. Issues include the relation of child care to the overall church ministry; the controversy surrounding state regulation of church-run programs; demographic and social pressures; and caregiver salaries and benefits.

66. Greenman, Jim. "Worlds for Infants and Toddlers: New Ideas." Child Care Information Exchange. September 1987; (57): 15-20.

Discusses various factors that need to be considered when designing physical environments for infants and toddlers in child care settings. Along with the developmental differences and needs of infants and toddlers, these factors include health and safety, variety, flexibility, scale and proportion, softness and responsiveness, and harmony and order.

67. Phillips, Deborah A. "Sparing the Rod and Escaping the Regulators: Religious Exemptions from Child Care." Child Care Information Exchange. September 1987; (57): 9-12.

Discusses the controversy surrounding religious exemptions of church-run child care programs from state child care regulations. This controversy is illustrated through a case which is pending in a Virginia court.

68. Willer, Barbara. "Quality or Affordability: Trade-Offs for Early Childhood Programs." Young Children. September 1987; 42(6): 41-43.

Addresses the issues surrounding the problem of providing both high-quality and affordable early childhood programs, particularly day care and family day care, to all families.

69. Bergmann, Barbara R. "A Fresh Start on Welfare Reform." Challenge. November-December 1987; 30: 44-50.

A program based on 'parental responsibility' would require all absent parents to pay child support. Public day care would also help free single mothers for jobs and eventually reduce the burden on taxpayers.

70. Zepezauer, Frank. "Warehousing 'Wanted' Children." Human Life Review. Winter 1987; 13: 22-32.

Depicts a contrast between an "expansionist vision of the day-care Utopia" and a reality of "staffing problems, health hazards, parental misgivings, mounting costs," and other problems for children's well-being.

71. Rector, Robert. The American Family and Day-Care. Washington, DC: Heritage Foundation, 1988. Issue Bulletin 138.

The Act for Better Child Care (S. 1186 and H.R. 3660) is intended to deal with a critical shortage of daycare. "To the contrary, there is no persistent shortage of day-care in the U.S. Day-care is one of the most rapidly growing industries in the economy. Over the last 25 years, the number of spaces for children in day-care centers has expanded at a rate of nearly 10 percent per annum. Occasional shortages are due largely to excessive regulation, not a lack of willing providers. By demanding

stricter federal regulation, the Dodd-Kildee bill would reduce rather than expand the supply of day-care. The ABC bill would help bureaucrats and social service providers far more than families. The bill would provide day-care assistance to only one young child in ten. A majority of children under age five do not have mothers who are employed and therefore do not need day-care. And because the Dodd-Kildee proposals cover only 'licensed' day-care providers, some 90 percent of providers would be ineligible for funding; three-quarters of the young children receiving day-care would be excluded from assistance."

72. Thiel, Karen Smith, and Others. "Program and Policy Consideration for School Age Child Care: The California Experience." Child & Youth Care Quarterly. Spring 1988; 17: 24-35.

In 1985, the State of California enacted the School Age Community Child Care (SACCC) Act, a program of before and after school child care administered by the State Department of Education. During its first year of implementation, the act provided funds for subsidized child care for 190 public and private nonprofit agencies to serve approximately 14,000 children in grades kindergarten through nine. Administrative and public policy issues relevant to the program are presented.

73. Zinsmeister, Karl. "Brave New World." Policy Review. Spring 1988; (44): 40-48.

Although most families still make arrangements so that either the mother or the father can stay home with very young children, every year more and more youngsters are handed over to caretakers, at a younger age, and for longer hours. While no one has any idea what the ultimate outcome of the giant experiment in proxy child-rearing will be, there is growing evidence that the long-term emotional, intellectual, and cultural effects will be unhappy.

74. Thompson, Roger. "Caring for the Children." Nation's Business. May 1988; 76: 18-25.

Two bills on child care are pending in the Congress: the Act for Better Child Care Services and the Child Care Services Improvement Act. Opinion polls indicate that there is strong public support for some federal program. The effects of both bills on businesses are discussed. A side

bar describes a child care center for employees established by a consortium of 22 companies in Virginia.

School-Related Child Care

1. Levine, James A. "Day Care and the Public Schools." Urban and Social Change Review. Winter 1979; 12(1): 17-21.

Examined in this paper are different systems of school-affiliated day care programs in five cities. Problems and possibilities raised by the program models suggest several guidelines for national day care policymakers and for communities considering the schools as a possible resource for day care programs.

2. Hobbs, Vicki; Southworth, Sue. Child Care Alternatives for A.B.E. Students. A How-to-Guide. Shelbyville, IN: Blue River Vocational Technical Center, June 1980. Available from: ERIC ED 194778

This guide provides adult education programs with information gathered and issues encountered when a local adult basic education (ABE) program provided child care services. The approaches discussed are intended for possible adaptation in ABE programs where such a need exists. Section 1, Project Description and Results, gives program background and describes the two tested delivery systems providing the support service of child care to ABE students: (1) daytime child care at a location away from the site of the ABE class and in a cooperative effort with a currently existing day care center and (2) part-time child care provided in the same location as the class. An evaluative summary provides statistics and discussion. Child care forms are appended. Section 2, Legal and Insurance Issues, reports results of a consultation with a local school corporation attorney regarding legal aspects of ABE programs providing child care services and of an evaluation (with recommendations) regarding insurance liability issues. Section 3, Currently Existing Alternatives, highlights five ABE program sites where child care services of three types are being provided for adult students: cooperation with vocational education, cooperation with other agencies, and use of paraprofessionals. Section 4 is a Parenting Bibliography that cites books, pamphlets, workshop/study units, and films.

3. Fechter, Clay M.; Witten, Dorothy B. Who's Learning at This Preschool? 1984. Available from: ERIC ED 244658

To satisfy the need for low-cost child care services for the growing number of student-parents and to provide a more structured practical experience for students in its child care curriculum, Schoolcraft College created the Child Care Center as a campus laboratory in 1981. The child care curriculum, which emphasizes optimal development of the whole child, was developed out of an urgent need for trained personnel to serve as teacher-aides in special education classrooms. The role of the Child Care Center within the program is to support coursework by providing students with the opportunity to put into practice the methods they have been taught and to discover what they value and want for children. The Center provides care for a maximum of 24 children at any given hour for fees that are comparable with those of commercial day care centers in the area. By the end of its first year, the Center was able to offset its direct costs for salaries, employee fringe benefits, food, and supplies. The Center is supervised by teaching professionals and college faculty who take an active role with the children, while guiding and advising students. A typical day at the Center includes activities for the development of cognitive skills and self-concept, and rhythm and music periods. Plans for future development of the Center include renovation and expansion of the facility to accommodate 20 more children.

4. Feiger, Helen Tina, and Others. Santa Monica College Child Care Task Force Report. Santa Monica, CA: Santa Monica College, 1984. Available from: ERIC ED 273307

In 1983, Santa Monica College (SMC) created a task force to assess the college's need for child care services and to devise possible service models for consideration. Subcommittees were formed to address student and staff child care needs; ways of funding child care services; criteria for possible child care facilities and sites that met these criteria; and policies regarding such issues as limits of responsibility, evaluation of services, fees, and eligibility. The task force found: (1) there was a significant need for child care services among students and staff; (2) although child care services on some community college campuses have become self-supporting, setting up a center at SMC would require a commitment from the district of start-up costs and a percentage of operational costs, which were estimated at $100,000 to $150,000; (3) the facility would need to be close to campus and to conform to licensing regulations; and (4) policy decisions need to be made concerning the philosophy of the center, general operating procedures, ratio of staff members' children to students' children, staffing, parent involvement, and

operating expenses. Based on study findings, four options were identified for SMC: providing information and referral to existing services, providing an infant/toddler care center, providing a preschool center, or providing a combination of services. Addenda include information on needs assessment methodology and findings, the survey instrument, anecdotal reports, descriptions of possible service models, analyses of two facilities, a report on a survey of other California colleges, discussions of funding possibilities, SMC's policy statement regarding child care services in 1977-78, and miscellaneous suggestions.

5. Scott, James. Day Care in Schools. Eugene, OR: ERIC Clearinghouse on Educational Management, 1986. Available from: ERIC ED 282351

Due to the number of children who are left unsupervised after school, schools are becoming involved in day care. A school may allow a day care center to function on its premises, form a partnership with another organization to run a day care center jointly, or run a day care program by itself. Although principals, teachers, or parents may instigate the involvement of schools in day care, the cooperation and support of all three groups is essential. Among the benefits of such a program are cost effectiveness and convenience. Legally, if the school provides only the facilities for day care, it is liable for the maintenance of those facilities. However, if the school is in charge of the entire operation, it is responsible for everything that happens on the premises.

6. Kagan, Sharon L. "Four-Year Olds in the Public Schools." Education Digest. May 1986; 51: 45+. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

7. Seligson, Michelle. "Child Care for the School-Age Child." Phi Delta Kappan. May 1986; 67: 637-640.

More and more, the schools are becoming involved with the provision of child care for school-age children. After-school child care poses a number of problems for the schools, but the benefits can be significant.

8. Olenick, Michael. Schooling for Four Year Olds in California. May 21, 1986. Available from: ERIC ED 272304

Paper presented at Yale Conference for Four Year Olds (New Haven, CT, May 21-22, 1986).

The California State Department of Education provides part-day comprehensive development programs for 3- to 5-year-olds from low-income families. The programs include educational development, health services, social services, nutrition services, parent education and participation, evaluation, and staff development. The state requires that all subsidized programs evaluate themselves using an instrument called the Program Quality Review. Recognizing that schools are already involved in providing day care programs, the University of California at Los Angeles Bush Program has been primarily concerned about issues of child care as opposed to issues of schooling. The Child Care Task Force has several suggestions as to the role schools should play in providing services to 4-year-olds and their families: (1) school involvement should be in full-day as opposed to part-day programs, (2) programs should be year round instead of being offered on the traditional school year schedule, (3) children should be presented with educational models that are developmentally appropriate, and (4) programs should offer cultural diversity. A study of 100 randomly selected child care programs in the county of Los Angeles, however, revealed that teachers and directors are running structured programs. This suggests that while the appropriate role for schools should be to extol the positive effects of high-quality preschool programs, there is also a need to get the developmental principles that underlie the different curriculum models across to the public.

9. Ingwerson, Donald W. "Child Care Programs: One District's Experience." Spectrum. Summer 1987; 5(3): 19-23.

In 1984, Jefferson County Public Schools (Kentucky) initiated a preschool program emphasizing before- and after-school care, multi-age grouping, a developmental curriculum, actively involved parents, and integration of special needs children. Other than district support with space, administration, and bookkeeping services, this successful program has been funded by parents. Includes 11 references.

10. Trotter, Robert J. "Project Day-Care." Psychology Today. December 1987; 21: 31-38.

"Latch-key children represent more than 50 percent of the child-care problem." Discusses a proposal by Ed Zigler, a psychologist who helped

start Project Head Start, to use public schools for day care for 3-year-olds through school-aged children.

Selection

1. Lein, Laura. "Parental Evaluation of Child Care Alternatives." Urban and Social Change Review. Winter 1979; 12(1): 11-16.

Particularly important in the decision about child care for their children is the parents' philosophy about early childhood care and education, which establishes the criteria by which parents evaluate and select child care. This paper is a discussion of these criteria and the ways parents apply them.

2. Center for Systems and Program Development, Inc. A Parent's Guide to Day Care. Washington, DC, March 1980. Available from: ERIC ED 198942

Guidelines to help parents select day care centers are presented in this book. Four aspects (the caregiver, the setting, the quality of the day care activities, and the cost of care) that constitute good quality day care and that parents need to consider before beginning their search are discussed in Part One. Suggestions for the selection of a particular type of day care, such as family day care, in-home care, and the day care center, are included in Part Two. This section also includes a checklist designed to help parents determine whether their selection is the best arrangement for their children. Some common day care problems (such as the caregiver who does not talk with parents about their children, or the child who continues to be unhappy about the day care after time has gone by) and some suggested ways to handle these problems are discussed in Part Three. People, national organizations, government agencies, and publications that can be of use to parents in the process of selecting day care are listed in Part Four.

3. Thomas, Melissa L.; Makris, Barbara L. Child Care Consumer Education: A Curriculum for Working Parents. Washington, DC: Wider Opportunities for Women, Inc., 1983. Available from: ERIC ED 248951

This outline summarizes information to be presented in a child care consumer education course. The goal of the course is to add to the life-management skills of working parents by teaching them techniques that

reduce the stress associated with child care. Sections of the course contain information on the disadvantages and advantages of the different types of child care available, the mutual responsibilities of parents and providers, selection criteria, the necessity for formal and informal contracts, and the process of screening potential caregivers. Information is also provided on parental involvement after the child enters a program, including periodic visits, contract agreements, and participation in parent groups. Additional topics include child abuse, latchkey children, and tax credits. Sample medical consent and complaint forms for parents; information on reporting child abuse in the Washington, D.C., area; and a discussion sheet on the federal child care tax credit are appended.

4. Trunzo, C. E. "The ABCs of Selecting a Day-Care Center." Money. September 1984; 13(9): 173-174,176+.

One of the most important decisions a mother who is returning to work can make concerns child care for her children while she is away from home. Many of these mothers turn to commercially run day care centers to watch their children while they work. Many of these centers have no licenses, and are unregulated, and many have tuition of almost $500 per month. There are small independent centers, and large chains. Assessing all the options and making a choice is not an easy decision, and guidelines are offered to help evaluate the many different day care choices. Some things to consider when choosing day care include: the size of classes; staff-to-child ratio; the variety of available activities; and the type of food served. Even after a center is chosen, the parent should continue to monitor the chosen program to make sure standards are maintained. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

5. LeRoux, M. "Selecting a School." Advertising Age. February 14, 1985; 56(12): 30-31.

Selecting a daycare center for a child can be a very stressful experience. It is much like looking for and buying a house. It is important to visit a daycare center and observe the teacher-child ratio and the quality of the primary care given to children. Childcare professionals see infant care as the fastest growing segment of the daycare industry. Carol Rogin, who is executive director of the National Assoc. of Child Care Management, calls daycare a service industry. If parents demand quality care for their children, they will get it, she says. (Management Contents(TM),

copyrights 1988 by Information Access Company, Foster City, California)

6. Montrose, Myryame. "What You Need to Know About Child-Care Alternatives." American Baby. July 1986; 48: 55+. American Baby Basics, Part 7. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

7. Harms, Thelma. "Finding Good Child Care: The Essential Questions to Ask When Seeking Quality Care for Your Child." Parent's Magazine. August 1986; 61: 105+. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

8. Shannon, Salley. "Searching for Good Child Care." Washingtonian. October 1986; 22: 182+. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

9. Laurence, Leslie. "Do Your Homework to Get Quality Care for Your Child in Low-Cost Programs." Money. October 1986; 15: 247. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

10. Humphreys, Martha. "A Place for Kids: Where They'll Feel Safe, Cozy and Stimulated After School." Parents' Magazine. December 1986; 61: 50+. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

11. Warren, Andrea. "Toying With Day Care Options: How to Find the Best Care for Your Child." Women in Business. March-April 1987; 39: 20+. (Trade & Industry Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

12. Gleason, David J. "Impressions: How One Parent Reacts When Visiting Centers." Child Care Information Exchange. May 1987; (55): 11-14.

Presents 10 critical points that one parent considers when visiting and making judgments about a day care center and its program.

13. Hymes, James L., Jr. "Your Child at the Center While You Are at Work." Child Care Information Exchange. September 1987; (57): 45-46.

Provides a handout for working parents—especially mothers—about what occurs when their child attends a children's center.

Sick Children

1. Jordan, Alice E. "The Unresolved Child Care Dilemma: Care for the Acutely Ill Child." Reviews of Infectious Diseases. July-August 1986; 8(4): 626-630.

Considers possible solutions to the problem of child care for sick children of working parents.

2. Landis, Suzanne E.; Earp, Jo Anne. "Sick Child Care Options: What Do Working Mothers Prefer?" Women and Health. Spring 1987; 12(1): 61-77.

More than 50 percent of all mothers with children under age 6 are in the labor force. Working mothers must take off anywhere from 5.6 to 28.8 days per employee per year to care for their sick children. In a survey of 134 working mothers with children in day care centers, 70 percent expressed an interest in sick child care options outside the home, especially a sick room at the child's regular day care center or an infirmary at the parent's workplace. Mothers who chose out-of-home care were more likely to: be minority; be single parents; earn less than $10,000 annually; & want their children with temperatures of 100-100.9 fahrenheit to remain in school until the end of the day. Communities & day care centers serving especially lower income, minority, or single-parent working mothers should consider investigating these out-of-home sick child care options; the savings to employers could be $2 to $12 billion per year, not to speak of the personal savings to the mothers themselves. 7 Tables, 14 References. HA. (c)SAI

3. Sarasota County Vocational-Technical Center. Single Parent—Sick Child Care. Final Report from July 1, 1986 to June 30, 1987. Sarasota, FL, June 30, 1987. Available from: ERIC ED 285039

These two manuals from the Pokie Days Child Care Program for Mildly Ill Children in Sarasota, Florida, were developed as part of a project intended to make it easier for single parents to attend classes funded under the Job Training Partnership Act. Following a brief description of the project, the first manual outlines standards of care for working with young children who have mild cases of one or more of the following health problems: diaper rash, diarrhea, vomiting, seizures, poisoning, elevated temperature, and skin problems. Safety procedures and procedures for administering medication are also detailed. The guide concludes with a list of telephone numbers of emergency services, pediatricians, and family practitioners in the Sarasota area. The second publication in the package is a policy and procedural manual containing guidelines and forms for use in maintaining appropriate records concerning the following: registration, discipline policy, student assessment, student progress, student medications, unusual incidents, fire drills, personnel, and attendance. A program guide for parents of potential enrollees is also included. It contains information on why the center was established, who can attend, fees, alternative sources of care for children too ill to attend the center, center procedures when children's conditions deteriorate during the day, the qualifications of caregivers at the center, the center's acceptance procedures, items that parents need to bring to the center from home, special services available for infants, and the center's schedule of activities and discipline policies.

4. Aronson, Susan S. "Health Update: Care of Ill Children in Child Care Programs." Child Care Information Exchange. July 1987; (56): 34-38.

Discusses differing opinions about (1) exclusion of ill children from child care; (2) the meaning of fever; (3) appropriate care for ill children; (4) transfer of information about ill children in child care; and (5) written policies and procedures for care of ill children.

5. "Day Care for Sick Children Is a Difficult Problem to Solve for Employers and Employees." Employee Benefit Plan Review. September 1987; 14+. (Trade & Industry Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

Studies: Child-Oriented

1. Prescott, Elizabeth. "Is Day Care as Good as Home?" Young Children. January 1978; 33(2): 13-19.

A comparison of various types of day care services with the care children receive in their own homes.

2. Powell, Douglas R. "The Interpersonal Relationship Between Parents and Caregivers in Day Care Settings." American Journal of Orthopsychiatry. October 1978; 48(4): 680-689.

The nature of the interpersonal relationships between parents and caregivers was studied in 12 Detroit day care centers. Four dimensions of communicative behaviors and attitudes were examined: communication frequency and diversity, communication systems, communicative attitudes, and communication mode preferences. Among the findings were that (1) the core content of communication, clearly child-related, remained the same despite increases in communication frequency and (2) there was a relationship between communication frequency and the hierarchical arrangement of the day care center staff. Data suggested minimal attempts to coordinate day care children's socialization processes.

3. Asano, Mildred M. Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913. Philadelphia: Philadelphia School District. Office of Research and Evaluation, December 1978. Available from: ERIC ED 172923

This 1977-1978 annual report of the Social Services Component of Early Childhood Programs within the School District of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the Early Childhood Evaluation Unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care; Get Set Day Care; Prekindergarten Head Start; and Follow Through. The fifth program, Parent Cooperative Nurseries, was included by program request. Each program was able to attain either fully or partially its specific objectives

or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social service workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (Get Set Day Care and Follow Through), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter.

4. Chapey, Roberta. "The Availability of Language, Speech, and Hearing Services in Day-Care Centers." ASHA. December 1978; 20(12): 1930-1933.

A survey was made of the availability of nine language, speech, and hearing services in 160 day care centers in 35 states. Among the findings were that 69 percent of the centers offered at least one service, 31 percent offered between one and four services, and 37 percent offered more than four services. It was also found that one-third of the institutions employed a professionally trained speech and language clinician to perform these functions, and that most facilities had no intention to increase or implement services to meet the needs of students who could profit from improvement in communication skills.

5. New York City Infant Day Care Study. New York: Medical and Health Research Association of New York City, Inc, 1979. Available from: NTIS SHR-0004632

The effects of group day care and family day care on children between ages 2 and 3 and their families were compared in a longitudinal study conducted in New York City. The children were also compared with children who were reared entirely by their own families until ages 2.5 to 3. The children were mostly black or Hispanic and from working class or lower class families. The day care programs included both public and private programs. Results showed that children in group day care received significantly better nutritional care than those in family care. There were fewer safety hazards in group centers than in family care ones; however, there were no differences in safety practices between the two groups. The group care programs did a significantly more thorough

job in maintaining the level of immunizations among enrolled children than did the family care centers; however, both types of programs failed to provide health care services at high-quality levels. Children in family day care received significantly more individual attention from caregivers than did children in group care, although there were no differences in the quality of attention given children in the two types of programs. The children's day care experiences were not related to their scores on tests of intellectual and social development. Children in group day care scored higher on the Stanford Binet intelligence test at 18 and 36 months of age than did home-reared children; there were no differences in the scores of home-reared and family day care children on this test. While the scores of children in family care were not different from those in group care at 18 months on the Stanford Binet, by 36 months they had declined and were about the same as home-reared children's scores. The ages at which children between 2 and 21 months old entered the programs were not related to their psychological development. It is recommended that infant day care programming be expanded and that family care programming should be used for children under the age of 2 if the programs provide adequate health, nutritional, and safety care. In addition, the city health department should play a greater role in family care programming in the provision of health and nutritional services. Moreover, group day care should be used for children over 2 years of age, and caregivers should be selected on the basis of their child care skills. Finally, program evaluation efforts should be continued. Tabular data, charts, and 34 references are provided.

6. Monroe, Marian. Developmental Day Care: Its Value and Cost Benefits. Austin: Texas Department of Human Resources, 1981. Available from: ERIC ED 202571

This paper presents arguments for subsidizing developmental day care (preschool intervention) programs, which have as their goal helping children function competently in society and which include some types of assistance to the children's families. The growing need for day care and the inability of many families to pay for it, both in Texas and in the rest of the country, are pointed out. An extensive review of research identifies benefits to participating children and families, commonalities among effective preschool programs, and monetary savings or revenues generated by such programs that offset the costs of day care. The topics of research examined include the likelihood of harmful effects from out-of-home care; the intellect of children in day care, school performance, socialization, and health; family benefits; community changes, program-

specific factors, and economic factors. An analysis of the research reveals that young children who participate in developmental day care can develop as competently as their home-reared peers. In addition, programs with the intervention potential of developmental day care can result in substantial monetary savings and in fact generate revenue. The implications discussed include the social reality and necessity of day care, the need for more unity and organization in the provision of day care, the program characteristics important to effective day care, and the need for a more subsidized day care for low-income families. It is concluded that developmental day care is cost effective, beneficial to children and families, and necessary.

7. Innes, Robert B., and Others. "A Comparison of the Environments of Day Care Centers and Group Day Care Homes for 3 Year Olds." Journal of Applied Developmental Psychology. January-March 1982; 3(1): 41-56.

Caregiver-child interaction & social participation were compared in community-based day care centers & group day care homes for three-year-olds. Use of group day care homes made it possible to control for group size & adult-child ratio. Day care homes were found to be more structured in terms of curriculum, & more flexible in terms of overall schedule & social-emotional climate. Adult-child interaction was of higher quality during structured periods in day care homes. Social participation was of higher quality in day care homes. The adult-child interaction in both types of day care was impersonal & neutral in affective tone. 6 Tables, 30 References. HA. (c)SAI

8. Schwartz, Pamela. "Length of Day-Care Attendance and Attachment Behavior in Eighteen-Month-Old Infants." Child Development. August 1983; 54(4): 1073-1078.

A comparison of differences in the attachment behavior of 18-month-old infants (total number of cases = 50) from intact middle class homes who were in day-care full-time, part-time, or not at all. Mothers of the day-care infants had made arrangements to return to work before their infants' birth, & all the infants had been placed in day-care homes before 9 months of age. The data were derived from a home observation & a "strange-situation" procedure in a laboratory setting. The home-observation & rating scale scores of maternal behaviors directed at the child yielded few group differences. More full-time day-care children

displayed avoidance of the mother during the final reunion episode of the strange-situation procedure than did either part-time or non-day-care children. The length of the daily separation appears to be an important determinant of day-care effects on infant-mother attachment. 2 Tables, 24 References. Modified HA. (c)SAI

9. Stith, Sandra M.; Davis, Albert J. "Employed Mothers and Family Day-Care Substitute Caregivers: A Comparative Analysis of Infant Care." Child Development. August 1984; 55(4): 1340-1248.

Despite dramatic increases in recent decades in the number of employed mothers with children under age 3 & the greater utilization of nonmaternal child care services (particularly unregulated family day care), little is known about the nature & quality of care provided to these infants by their employed mothers & substitute caregivers. To provide a comparative assessment of maternal & nonmaternal infant caregiving practices in own-home & unregulated family day care homes, 30 caregivers (10 employed mothers, 10 substitute caregivers, & 10 nonemployed mothers) were observed in interaction with 5- to 6-month-old infants using the Home Environment & Mother-Infant Interaction scales (Yarrow, L., Rubenstein, J., & Pedersen, F., Infant and Environment: Early Cognitive and Motivational Development, New York: Halsted, 1975). While no differences were observed in the caregiving of employed & nonemployed mothers, both of these groups exceeded the sitters in socially mediated stimulation, contingent responsiveness, positive affect, & overall level & variety of social stimulation. In addition, employed mothers provided more tactile-kinesthetic, visual, & auditory stimulation to their infants than did the substitute caregivers. However, no differences were found between the infants reared in home & day-care settings in psychomotor developmental abilities. Evidence implicates group size (total number of children) in the quality of caregiving in family day-care homes. The impact of daily separations & qualitatively different caregiving experiences on infants is discussed. 1 Table, 19 References. Modified HA. (c)SAI

10. McCartney, Kathleen, and Others. "Day Care as Intervention: Comparisons of Varying Quality Programs." Journal of Applied Developmental Psychology. April-September 1985; 6(2-3): 247-260.

Disadvantaged children (number of cases = 22) attending a high-quality, government-run intervention program were compared with children

(number of cases = 144) attending other day care programs of varying quality on intellectual, language, & social skills. Here, quality serves as a proxy for treatment intensity. Data were gathered by administering the Classroom Behavior Inventory & the Preschool Behavior Questionnaire to parents in a home interview, & the Peabody Picture Vocabulary Test-Revised (PPVT-R) & the Preschool Language Assessment Instrument (PLAT) to the children. Although the intervention children had less intelligent mothers of lower occupational status, they were rated by their caregivers as more considerate & more sociable than children attending other day care programs. There were no differences between the 2 groups on ratings of maladjustment or dependency. When the intervention children were compared to children of similar family background, these findings held, &, in addition, the intervention children had higher scores on both the PPVT-R & the PLAT. Thus, high-quality day care can function as an effective intervention. Effect-size estimates are compared with those from 5 other day care intervention programs. Four considerations are discussed that should guide both the interpretation of data & future research: (1) program type, (2) intervention participants, (3) quality of evaluation, & (4) long-term versus short-term effects. 3 Tables, 33 References. Modified HA. (c)SAI

11. Seitz, Victoria, and Others. "Effects of Family Support Intervention: A Ten-Year Follow-Up." Child Development. April 1985; 56(2): 376-391.

The delivery to impoverished mothers of medical and social services, including day care for their children, had effects that were evident 10 years later. These effects included higher socioeconomic status and educational attainment and smaller families for the mothers, and better school attendance and fewer academic problems for their children.

12. Hughes, Robert Jr. "The Informal Help-Giving of Home and Center Childcare Providers." Family Relations. July 1985; 34(3): 359-366.

To examine the help-giving of home & center child care providers, 73 providers were interviewed regarding the extent of parent-provider interactions, the topics of discussion, the type of assistance offered & the providers' reactions & assessment of the assistance. The findings indicated that while there are differences between the home & center providers in the frequency & duration of parent-provider discussions, this may be a function of the setting. Correlations of age, educational

background, & experience indicated that these variables have a significant influence on the exchanges between parents & providers. Results are discussed in terms of implications for facilitating the help-giving activities of child care providers. 4 Tables, 15 References. HA. (c)SAI

13. Szanton, Eleanor, and Others. Infants Can't Wait: The Numbers. Washington, DC: National Center Clinical Infant Programs, 1986.

The document, a statement of the Board of Directors of the National Center for Clinical Infant Programs, reviews the developmental tasks and needs of infants and toddlers, describes the support for healthy development currently available, and documents needs that are not being met. The importance of the early years is stressed, and essentials for early development are listed. It is noted that a combination of federal, state, and local public and private services and initiatives already exists and can be built on. Among 14 needs listed as not being met are appropriate accessible prenatal care for all pregnant women, day care for infants and toddlers, and identification of only half of learning disabled children before school entrance. The following two minor initiatives are proposed: (1) Establishment of a basic floor of integrated services to include preventative health care, a basic level of economic well-being, family social support services, and quality daily care for all infants and toddlers; (2) Expansion of comprehensive, integrated services for infants and toddlers with special health and developmental problems or disabling conditions.

14. Elkind, David. "Helping Parents Make Healthy Educational Choices for Their Children." Educational Leadership. November 1986; 44(3): 36-38.

Drawing on longitudinal follow-ups of Head Start children, cross-cultural data from Denmark, and studies of gifted and talented persons, this article advises parents that out-of-home care need not be harmful to their children. However, a high-pressure academic program might have long-lasting negative effects. Cites 14 references.

15. Edwards, Carolyn Pope, and Others. "The Influence of Model Infant-Toddler Group Care on Parent-Child Interaction at Home." Early Childhood Research Quarterly. December 1986; 1(4): 317-332.

Nineteen pairs of center and noncenter children enrolled in a university-based, half-day model infant-toddler program were followed for 8 months to see if "child-centered" features of the physical and social environment were carried over by parents to the home. Findings support an ecological model of substantial cross-influence between home and day care settings.

16. Jacobs, Nancy L., and Others. "Adjustment of Divorced-Family Day Care Children." Early Childhood Research Quarterly. December 1986; 1(4): 361-378.

Examined differences in social and cognitive functioning of 38 divorced- and 42 intact-family preschool children enrolled in day care. Also explored relationships of environmental factors (such as family and community support and substitute child care) to child adjustment. Findings have implications for research and direct service to preschoolers from divorced families.

17. Holloway, Susan D.; Reichhart-Erickson, Marina. The Relationship of Day Care Quality to Children's Free Play Behavior and Social Problem Solving Skills. 1987. Available from: ERIC ED 283613

A total of 55 children attending 15 day care centers and nursery schools participated in an investigation of the relationship of day care quality to 4-year-old children's activities during free play and to their knowledge of social problem solving. The study also considered the extent to which social class mediated relationships between variables. Day care quality indicators included quality of interaction with teachers, arrangement of the physical space, spaciousness of the environment, appropriateness and variety of the materials provided for play, quality of the outdoor area, group size, and child-teacher ratio. Social problem solving was assessed using a social reasoning procedure adapted from that developed by Spivack and Shure (1974). Children's answers to a social dilemma were coded using Rubin's (1981) categories of prosocial and antisocial responses. A measure of social class was formed by summing mother's and father's education and occupation levels. Relationships were found between dimensions of environmental quality and children's absorption in solitary play and knowledge of social problem solving. Most of these relationships held up after the effects of social class were statistically removed.

18. Schindler, Patricia J., and Others. "Time in Day Care and Social Participation of Young Children." Developmental Psychology. March 1987; 23(2): 255-261.

The relation between time spent in day care by preschool children and their social behavior was investigated at three child-care centers through observations of the children's free play. A positive relation was found in a large community center and in a small university center, but not in a small private center.

19. Schenk, Vicky M.; Grusec, Joan E. "A Comparison of Prosocial Behavior of Children With and Without Day Care Experience." Merrill-Palmer Quarterly. April 1987; 33(2): 231-240.

Responses of day care and home care children to an adult dropping items, banging her knee, giving the children opportunity to leave the larger of two prizes for a peer, and asking for donation to sick children were compared. Prosocial reasoning in these 47- to 75-month-old children was assessed via their responses to stories in which help was needed.

20. Howes, Carollee. "Social Competency with Peers: Contributions From Child Care." Early Childhood Research Quarterly. June 1987; 2(2): 155-168.

Reviewed is research that describes how forms and features of child care systems can influence the development of social competency with peers during the infancy to preschool periods. Interactions between child care and familial systems in influencing social competency with peers are also examined.

21. Phillips, Deborah, and Others. "Child-Care Quality and Children's Social Development." Developmental Psychology. July 1987; 23(4): 537-543.

Examines the influence on children's social development of variation in the quality of child care environments. Findings suggest that overall quality, caregiver-child verbal interactions, and director experience were each highly predictive of the children's social development in day care.

Studies: Miscellaneous

1. McDaniel, Walter A. Child Care Program Feasibility Study. March 1978. Available from: ERIC ED 165832

A survey of 35 Cape-Atlantic child day care centers was conducted to examine the possibility of establishing a child care curriculum at Atlantic Community College. The facilities contacted were divided into four groups: nursery, private, church-related, and hospital-related. It was found that privately operated facilities accounted for approximately 50 percent of the respondents. The survey revealed that 1,861 children were served by these centers; 95 percent were between the ages of two and five years, 69 percent attended full-day sessions, and children in 89 percent of the centers were supervised by teachers who held baccalaureate degrees. Staffing patterns varied for each facility. A total of 215 individuals were employed by the 35 facilities. Teachers composed 25 percent and teacher's aides composed 27 percent. The ratio of children served to staff employed was 1:9. With respect to personnel training, 29 percent indicated that tuition was the main source of funding, while 34 percent relied on state and federal funding. Thirty-five percent of the facilities planned expansion of operations and 23 percent anticipated opening additional positions. Of the individuals interviewed, 89 percent felt that there were employment possibilities for persons with an Associate of Applied Science Degree in Child Care. All respondents felt that there was a need for such a program.

2. McCullough, Elizabeth. "Project Childcare: Working Together for Family Day Care." Day Care and Early Education. Summer 1978; 5(4): 26-28.

Describes Project Childcare, initiated by a day care center in Rockland, Maine. The program focuses on cooperation between the day care center and family day care providers.

3. Spendlove, David C. "Custodial Day Care on Military Bases." Health and Social Work. November 1978; 3(4): 113-130.

The author evaluates the day care programs conducted by the Air Force in terms of federal guidelines to show that they are custodial programs which foster the institutional neglect of children. Considered are nursery conditions, procedures for filing a complaint, areas that need revision (such as ratios, staff training, and parental involvement).

characteristics of an effective day care center, and the social worker's role.

4. New York City Human Resources Administration. Handbook of Standards for Pre-School Group Day Care Centers. New York: July 1979. Available from: ERIC ED 184687

The standards presented in this handbook are intended to serve as guidelines for the self-assessment of publicly funded preschool group day care centers. Each standard is accompanied by one or more indicators which suggest concrete ways in which that standard can be met. The handbook is divided into five sections. The standards in the first section deal with the program for children, focusing on program goals, planning, implementation, and assessment. The second section presents standards related to parent involvement and social services, with specific emphasis on: (1) inquiries and applications for admission; (2) admissions; (3) orientation; (4) parent involvement in the child's participation in the program; (5) parent participation in planning and assessment; (6) parent participation in the administration of the program; (7) support services; and (8) terminations, breaks, or changes in services. The third section contains standards for community outreach. The fourth section presents health and nutrition standards, most of which reflect the requirements of governmental agencies for the provision of health and nutrition services. The standards in the last section focus on administration, with attention directed to the role of the provider and the role of the director. A glossary of terms and a list of references are also included.

5. Neugebauer, Roger. "Managing Your Money: Avoiding the Pitfalls." Day Care and Early Education. Fall 1979; 7(1): 31-34.

Discusses five of the most common money management pitfalls in operating child care centers and suggests some ways to avoid these pitfalls.

6. Delgado, Melvin. "Providing Child Care for Hispanic Families." Young Children. September 1980; 35(6): 26-32.

The high percent of Hispanic children in the United States population gives a high priority to consideration of Hispanics in planning & delivering children's services. Such services must take into account the value

systems of Hispanic families, e.g., compadrazgo (extended family structure), patriarchy, & strict parental authority. Individual values of honor, dignity, & mutual confidence are also important. Child-care institutions are seen as a threat to the family, both through undermining Hispanic values, such as respect for authority, & by taking responsibility for child care away from the family. Specific guidelines are offered for dealing with these problems. 2 Photographs. W. H. Stoddard. (c)SAI

7. McMurphy, John R. Daycare and Preschool Handbook for Churches. Chappaqua, NY: Christian Herald Books, 1981.

Designed to guide church groups interested in opening and operating day care and preschool centers, this book offers a view of such centers as extensions of the church. Contents of the volume are divided into four parts devoted to (1) getting a church early childhood education program started, (2) administering the center, (3) operating the new program, and (4) providing leadership for the program. Numerous brief chapters in each of these parts address a broad range of topics. The first two chapters of part 1 discuss starting an early childhood education ministry in the local church and provide suggestions for helping the pastor or committee present plans for such a ministry to the church. Most chapters offer guidelines for center operation and include illustrative charts, checklists, brochures, schedules, checks, and other forms. Topics handled in somewhat greater depth focus on selecting the center staff; setting tuition and fees; handling income and expenses; record keeping; reporting and projecting center activities; enrolling prospective students; operating the food-service program; establishing discipline; planning the daily program; and examining the director's job description, qualifications, and responsibilities. Appended are a parent information booklet and teacher in-service and management guidebooks.

8. Ross, Andrew L. "Mitigating Turnover of Child Care Staff in Group Care Facilities." Child Welfare. January-February 1983; 62(1): 63-67.

Recommendations are offered for reducing the turnover among child care staff members, based on data collected in a study of 318 staff in 20 residential care centers in 4 cities in Ohio & Penn. Turnover was found to be 30-50 percent annually, with staff members with low levels of previous work experience substantially more likely to leave. This suggests a need to provide incentives for more talented & experienced applicants to begin working in these positions, & for inexperienced personnel to

remain employed after gaining experience on the job, particularly through provision of a more meaningful career ladder. (c)SAI

9. McCartney, Kathleen. "Effect of Quality of Day Care Environment on Children's Language Development." Developmental Psychology. March 1984; 20(2): 244-260.

Hypothesizes that the amount of verbal interaction with caregivers would be a salient index of center quality, in that it would be a particularly important determinant of language skill. Three sets of measures were used to assess quality of the day care environment: children's language development, family background, and home environment.

10. Owens, Buffy L. "Marketing a Proprietary Child Care System." Journal of Children in Contemporary Society. Winter 1984; 17(2): 91-107.

Argues that next to quality of care, location is the most important factor in the success of a child care center. Emphasizes site evaluation; the grand opening; creating awareness in the community through paid advertising; telephone techniques; school tours; a free week of enrollment; and maintaining good parent relations.

11. Zinsser, Caroline. Day Care's Unfair Burden: How Low Wages Subsidize a Public Service. New York, NY: Center for Public Advocacy Research, September 1986. Available from: ERIC ED 276499

The first statewide survey of day care worker salaries and benefits, involving 4,844 employees from 413 day care centers, Head Start programs, and nursery schools, shows that day care workers in New York State, as in other states, are compensated with low wages and few benefits. For day care staff, neither years of experience nor educational achievement result in significant wage increases. New York State subsidies are inadequate. Wages are insufficient to attract and retain qualified workers. The staff turnover rate is high. Additional research reveals the high costs of low-quality care and that few students are choosing college-based training programs in early childhood education as preparation for a career in day care. Day care is deteriorating in quality, with injurious effects to children and their parents, as well as to day care workers themselves. Present government policy perpetuates, rather

than corrects, this situation. Data suggest a web of factors that must be taken into account in formulating solutions to these problems. Five important factors are (1) differences between programs, (2) differences in job categories, (3) local labor market conditions, (4) economics of operating individual centers, and (5) unionization. Eleven policy recommendations are offered and 30 endnotes are provided.

12. Nelson, Margaret K. (Middlebury College, VT). Providing Family Day Care: An Analysis of Home-Based Work. 1987. Paper for the American Sociological Association.

Contributing to the current debate about home-based work through an examination of family day care, it is argued that: (1) family day care, though different in significant ways from other homework, is also structured by, & subordinated to the needs of, the formal economy; (2) the autonomy of workers in the occupation is severely undermined by two factors—the manner in which the links between family day care providers & the formal economy are mediated by personal ties with multiple employers, & the particular characteristics of the work task itself; & (3) because family day care providers remain heavily obligated to the domestic economy, they have extensive & competing burdens. It is suggested that although family day care appears to be an enormous success, the dynamics that make it successful are predicated on the low status of women in wage labor & unpaid labor of women in the home. These conclusions are based on data from a questionnaire distributed to all registered day care providers in Vermont & interviews with a selected group of 35 (registered & unregistered) day care providers. (c)SAI

13. Neugebauer, Roger. "Surviving Tight Times or What to Do When the Money Runs Out." Child Care Information Exchange. January 1987; (53): 8-13.

Recommends strategies to help for-profit and nonprofit child care centers survive financial crises. These strategies include discovering the source of the problem; monitoring cash flow; trimming the budget; slowing cash outflow; speeding cash inflow; exploring new income sources; enduring the strain effectively; and avoiding crisis repetition.

14. Neugebauer, Roger. "The Well Director." Child Care Information Exchange. March 1987; (54): 3-6.

Ten vital attributes of an effective director based on observation and "expert" business management advice are presented as an annotated checklist. Items include discussion and quotable quotes.

Studies: Parent-Oriented

1. Opportunities for HEW to Improve the Administration of Day Care Programs. Washington, DC: U.S. General Accounting Office, March 22, 1978. Available from: NTIS PB-278 656/4

Day care programs, provided by the states to permit parents to work, look for work, or attend training, cost about $675 million in federal funds for fiscal year 1977. GAO reviewed the reasonableness of the federal rules and regulations under which states administered these programs. This report describes the need to develop less costly standards for staff-to-child ratios and the need for more specific criteria for computing ratios. It discusses qualifications of family day care home providers, day care fees, and eligibility of two-parent families for day care.

2. Steinberg, Laurence D.; Green, Cynthia. How Parents May Mediate the Effect of Day Care. March 1979. Available from: ERIC ED 168698

Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979).

This paper investigates how parents are affected by various types of child care. Interviews were conducted with 109 mothers of children aged 2 to 3-1/2 years placed in one of three forms of substitute care arrangement (day care center, family day care, and in-home care). Most of the families were intact and middle class. The three groups of families did not differ in terms of socioeconomic status, family composition, parental or child age, reasons for day care, or maternal child-rearing values. The analysis of the interview responses revealed that parents are affected in different ways by the three care types. In general, utilizing center care appears to have the most positive effects on parents; using a babysitter in one's own home, the least. Mothers who use day care centers are most likely to report (as a result of the care experience): having become more knowledgeable as parents; feeling less harried; and finding more enjoyment in parenting. They also tend to report more

often that the parent-child relationship had improved. On the other hand, users of family day care are happier with the discipline their child receives and are more likely to feel that their child-rearing values are shared by the caretaker. Further study of the impact of day care arrangements on parents, and the consequent impact on the development of the child, is suggested.

3. Presser, Harriet B.; Baldwin, Wendy. "Child Care as a Constraint on Employment: Prevalence, Correlates, and Bearing on the Work and Fertility Nexus." American Journal of Sociology. March 1980; 85(5): 1202-1213.

Examined is the degree of constraint imposed on employment of mothers of children aged under 5.0 by unavailability of child care. Data on women (number of cases = 8,331) are taken from the June 1977 Current Population Survey of the United States. A substantial number of mothers of small children feel that if child care were available at a reasonable cost they would work or would work more hours. This constraint is most prevalent among young, black, single, poorly educated, & low-income mothers. The relatively low fertility expectations among those prevented from working by the unavailability of child care suggests that intention or desire to work, as well as current employment, is related to fertility behavior. The differential in births expected by labor force status is minimized by the inclusion of constrainees with the nonemployed. 5 Tables. Modified HA. (c)SAI

4. Sponseller, Doris Bergen. Assessing Impacts of Child Care Policies on Welfare Recipients in Michigan. Research Study Results. Detroit: Michigan League for Human Services, June 1980. Available from: ERIC ED 208944

By surveying the viewpoints of parents receiving public assistance and practitioners who provide publicly supported child care, this study explored some of the values that underlie child care policy and some of the practical problems in delivering child care services. A questionnaire was mailed to 1,200 parents (of whom 800 were receiving child care and 400 were eligible but not receiving care), to a systematic random sample of 2,186 providers (of whom 456 were center providers, 500 were family day care providers, and 1,009 were aides), and to all day care service workers and consultants in Michigan (samples of 187 and 38, respectively). The first part of the questionnaire asked for demographic and

personal information, the second part elicited respondents' choices about current and proposed child care policy and practice, and the third part asked respondents to indicate their level of agreement with values that might be expressed by other actors in the child care policy field. Results of the questionnaire are reported in the following manner: first, characteristics of the respondents in each major category are described; then their responses to the questions on policy and practices are reported. Next, statistical comparisons among subsamples on 10 selected variables related to the study's hypotheses are discussed. Mean levels of agreement with each of the statements in part 3 of the questionnaire are reported. Finally, statistical differences in subsample scores on the dimensions of control/responsibility, scope, and quality of child care are outlined.

5. Das, Ajit K. Parents' View of Parent Involvement in Early Education Programs. October 1980. Available from: ERIC ED 200326 Paper presented at the Annual Conference of the Minnesota Association for the Education of Young Children (Minneapolis, MN, October 1980).

Two groups of parents (N=300) with children enrolled in either private nursery schools or public day care centers were surveyed to determine their attitudes and needs in regard to parent involvement programs. A 46 percent rate of response was received. Of those responding, 98 percent favored such programs, at least as far as parent discussion groups were concerned. Approximately 45 percent said that they would like to be more actively involved and suggested a variety of ways in which they could work with children in the classroom. It was also found that parents were generally in agreement with the goals of the preschool programs in which their children were enrolled. There were some significant differences between the two sets of parents in regard to their primary reason for sending their child to the preschool, and their particular needs for new knowledge and skills for child rearing.

6. Hendrix, Nancy. "Child-Care Usage Patterns as Estimates of Child-Care Need." Journal of Sociology and Social Welfare. 1981; 8(3): 665-673.

Child care utilization studies are often used to estimate the need for future child care. The limitations of this approach are described, focusing on the reliability & validity of measures of usage & satisfaction with

various child care modes, error in study design, lack of conceptual clarity, & problems of correlation of child care modes & other variables, as revealed by literature review. (c)SAI

7. Gulley, S. Beverly; Eddleman, E. Jacqueline. "Needs and Preferences in Rural Infant Day Care." Human Services in the Rural Environment. Summer-Fall 1981; 6(3-4): 40-43.

Conclusions from a study of 505 mothers in 9 rural southern Illinois counties are: (1) they prefer the home environment over a day care center environment; (2) if available, a majority would use day care; and (3) if good infant care were available, most would work outside the home because of need or desire.

8. Sponseller, Doris Bergen. Assessing Impacts of Child Care Policies on Welfare Recipients in Michigan. Research Study Results. Phase II Report. Detroit: Michigan League for Human Services, November 1981. Available from: ERIC ED 208945

This report describes the results of the second phase of a study of child care policy conducted for the Michigan League for Human Services (MLHS). (The report on the first phase of the study described the results of a mailed survey sent to parents receiving public assistance and to practitioners who provided and/or monitored publicly supported child care.) Described here are the results of the interview phase of the study, which involved 28 interviews with parents, 29 with providers, and 12 with state agency personnel selected at random from the survey respondents. The purpose of the interviews was to gain greater understanding of survey respondents' opinions by exploring the reasons they gave certain responses and by extending the questioning to related issues drawn from their personal experiences. Interview responses occurred in six question areas identified by the MLHS as being of particular interest: (1) access to child care; (2) quality of care; (3) parent support and education; (4) financial support; (5) regulation; and (6) general system functioning. The report discusses the views of parent respondents first, then outlines practitioner respondents' views, concluding with a statement of basic issues that must be resolved if child care policy is to meet the needs of welfare recipients. Representative case study profiles of interviewed respondents are included in the appendix.

9. Powell, Douglas R.; Eisenstadt, Jeanne Watson. "Parents' Searches for Child Care and the Design of Information Services." Children and Youth Services Review. 1982; 4(3): 239-253.

Selected findings are presented from a study of how urban parents search for child care. Analyses of interview data from a probability sample of 611 Detroit, Mich., families—but primarily from a subsample of 50 families that has sought full-time nonrelative child care—indicate that: (1) parents used informal sources of information to a considerably greater extent than formal sources; (2) the general pattern was to begin the search with relatives & close friends & gradually move out to more peripheral ties; (3) there does not appear to be an effective informal system of neighbors or community persons who matched parents with child care providers; & (4) there was no single source outstanding in effectiveness for a large proportion of parents. Implications of these data for the design of child care information & referral services in urban settings are discussed. 2 Tables, 17 References. Modified HA. (c)SAI

10. Emlen, Arthur C. When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care. Washington, DC: Greater Washington Research Center, December 1982. Available from: ERIC ED 230265

Results are reported from a survey conducted to examine the interdependence of family and work, with special emphasis given to the child care arrangements that make work possible. A total of 953 employees (458 women, 490 men, and 5 not reporting their sex) from three companies in Washington, D.C., were sent a four-page questionnaire designed to elicit information regarding job and family characteristics, types of and satisfaction with child care arrangements, future child care plans, and other information (such as amount of time and distance traveled for child care). Three major findings are highlighted: (1) absenteeism from work was related to parental responsibilities and to the type of child care arrangement employed, (2) family composition determined the type of child care arrangement used by a family, and (3) employees experienced difficulty when trying to enter the day care market. (A copy of the questionnaire form and tables of data are appended.)

11. Floge, Liliane P. (Bowdoin College, Brunswick, ME). The Dynamics of Day Care Use: Implications for Mothers and Children. 1983.

Paper for the Society for the Study of Social Problems.

Patterns of change in day care utilization are studied using data from a four-year longitudinal study of a representative sample of mothers of pre-school-age children in New York City. A multiple classification analysis examines the relationship of the characteristics of children being cared for, the characteristics of the mothers, & the cost of child care arrangements with the types of care used &/or the continuation of use. Also examined is whether any particular care arrangements are associated with continued use over the 4-year time span. Findings indicate that most mothers change their day care arrangements frequently, but these changes follow some general patterns. The exclusive use of relatives as child care providers declines with the increased age of the child & is replaced by the use of either some group form of child care &/or a combination of child care arrangements. Changes in child care arrangements do not seem to be related to their cost. No particular type of child care arrangement was associated with continued use; rather, respondents who used a combination of child care arrangements were those most likely to continue their outside activities & their use of child care. (c)SAI

12. Powell, Douglas R.; Eisenstadt, Jeanne Watson. "Predictors of Help-Seeking in an Urban Setting: The Search for Child Care." American Journal of Community Psychology. August 1983; 11(4): 401-422.

Variables that predict how parents search for child care are identified through data from structured interviews conducted with 50 parents of young children who had searched for full-time nonrelative child care. The respondents represented a 1% sample of Detroit, Mich., parents. Search behaviors were found to be related to perceived neighborhood age, personal social network ties, & income & family structure. Personal social network ties related to contrasting sets of search behaviors, described as cosmopolitan versus parochial help-seeking patterns. However, perceived neighborhood age modified the relationship between social network ties & search behaviors in that the contrast between cosmopolitan & parochial help-seeking patterns was found only in neighborhoods where most residents had lived more than 10 years (established areas). Findings point to the need for multivariate investigations of the relationship between neighborhood context & patterns of help seeking, especially in regard to the role of personal social networks.

Implications of the findings for the design of a local child care information & referral service are discussed. 5 Tables, 22 References. Modified AA. (c)SAI

13. Endsley, Richard C., and Others. "High-Quality Proprietary Day Care: Predictor of Parents' Choice." Journal of Family Issues. March 1984; 5(1): 131-152.

Seeking to identify predictors of parents' choice of quality day care programs for their children, questionnaire data were obtained from 257 parents whose children attended licensed centers in Alabama, Maryland, & Georgia communities, including family demographic information & the process the parents went through in selecting a center. The results from the Ala sample yielded 11 significant correlates of day care quality choice, where quality was assessed independently & reliably by local day care experts. Five of these variables, when entered in a stepwise regression analysis, accounted for 39 percent of the variance in quality choices among centers in Alabama & 34 percent in the Georgia/Maryland replication sample: (1) amount of husband's education, (2) dissatisfaction with previous day care arrangements, (3) fewer children, (4) wife & husband making the decision together, & (5) not choosing a center due to location. 3 Tables, 19 References. Modified HA. (c)SAI

14. McCarthy, L. L. "Raising the Issue of Child Care." Women in Business. March/April 1984; 36(2): 6-8.

The American labor force has changed dramatically in the last twenty years. Fifty-two per cent of women with children under eighteen years old are employed. These working mothers are in need of reliable child-care. Child-care needs are rapidly exceeding the supply. In the past, working parents in need of child-care have been able to rely on word-of-mouth networks to help one another with the rapidly growing demand. There is a need for a more formal system. Most American workers favor some form of government aid for child-care. The existing standards for day care are low. A survey shows that most workers believe their children's care is being neglected. Child-care workers are usually underpaid and without skills. If day-care provided quality care, the cost would be very high. Some solutions are being sought, as well as government and corporate financing. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

15. Stolzenberg, Ross M.; Waite, Linda J. "Local Labor Markets, Children, and Labor Force Participation of Wives." Demography. May 1984; 21: 157-170.

This study hypothesizes that "the greater the availability of childcare in a local area, the smaller the constraint of children on the labor market activity of wives who live there. In addition, the study considers that this effect of childcare availability decreases with the increasing age of the women's child(ren)."

16. Reckman, Lynne Williams, and Others. "Meeting the Child Care Needs of the Female Alcoholic." Child Welfare. November-December 1984; 63(6): 541-546.

Lack of child care resources is argued to be a potential barrier to female alcoholics in deciding to seek treatment. A program initiated in 1979 through the collaborative efforts of the Eden Treatment Center & Beech Acres, a child & family service center in Cincinnati, Ohio, is described. The positive effects reported by both clients & staff, the reduced financial investment by both agencies, & the potential applicability to a greater range of services are presented as proof of the program's success. 2 References. Modified HA. (c)SAI

17. Minnesota. Child Care Task Force. Making Child Care Work: Report to the 1987 Minnesota Legislature (2 Volumes). St Paul, MN: Department of Human Services, 1987.

This report shows that child care services in Minnesota are shrinking at a time when the need for these services is greatest. Recommendations about what should be done to reverse this trend are presented. Some of the topics covered include: insurance liability, food programs, child care services regulations and licensing, quality of care, and more.

18. O'Connell, Martin; Bloom, David E. Juggling Jobs and Babies: America's Child Care Challenge. Washington, DC: Population Reference Bureau, 1987. Population Trends and Public Policy 12.

Summarizes the recent trends in labor force participation and outlines some of the obstacles faced by working mothers as they attempt to juggle job and family responsibilities. It shows that the lack of affordable

child care is probably preventing many poorly educated and low-income mothers from working at all, when they are the women who need jobs most.

19. Ross, Catherine E. (University of Illinois, Urbana). Children, Child Care, and Parents' Psychological Well-Being. 1987.

Paper for the American Sociological Association.

The roles of mother & employee can be incompatible, producing role strain, or they can be integrated. The effect of a wife's employment status on psychological well-being depends on the presence of children, the type of child care (CC) available, the difficulty of arranging CC, & the husband's participation. Data from a national probability sample of husbands & wives show that, for employed wives, it is not children per se, but the ease or difficulty of arranging CC, & the husband's participation in CC, that affect depression. Employed mothers who have no difficulty arranging CC & whose husbands share CC have very low depression levels, comparable to employed women without children, & to husbands. For nonemployed wives, children increase depression levels. Employed mothers who have difficulty arranging CC & have sole responsibility for CC have extremely high depression levels. Children & their care have no effect on husbands. Family patterns are changing, & what is stressful about the transition is that one aspect of family roles has changed (employment of mothers of young children), but other family roles (e.g., husband's participation in CC), & the family's links to outside institutions (availability of CC) have not followed suit. (C)SAI

20. O'Connell, Martin; Bachu, Amara. Who's Minding the Kids? Child Care Arrangements: Winter 1984-85. Data from the Survey of Income and Program Participation. Household Economic Studies. Washington, DC: Bureau of the Census, May 1987.

Part of Current Population Reports, Series P-70 n9.

Federal statistics are presented in chart and graph form on an estimated 26.5 million children under the age of 15 whose mothers were employed either part-time or full-time during the winter of 1984-85. How these children were cared for while their mothers worked, the complexity of these arrangements, the accompanying daily disruptions in the mother's work schedule, and the financial costs attributable to child care services

are some of the topics examined. Appendices include an overview of the Survey of Income and Program Participation conducted, definitions, an explanation of the source and reliability of the estimates, a discussion of the quality of data collected, and a facsimile of the survey questionnaire.

21. Pence, Alan R.; Goelman, Hillel. "Silent Partners: Parents of Children in Three Types of Day Care." Early Childhood Research Quarterly. June 1987; 2(2): 103-118.

Results from the Victoria Day Care Research Project, which focused on the research triad of parents-children-caregivers, indicate that there are significant differences between parents depending on whether they use licensed center-based day care, licensed family day care homes, or unlicensed family day care homes.

22. Edmondson, Brad. "A Ready Supply." American Demographics. December 1987; 9: 15+.

A study conducted by a University of Michigan researcher indicates that the number of women in the labor force would increase substantially if affordable child care was available. The number of hours worked by mothers who are employed outside of the home would also increase. A survey of 1,383 mothers of preschool-age children reveals that 40 percent of mothers who were unemployed said they would work if they could find affordable child care. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

23. Cheskis-Gold, Rena. "Child Care: What Parents Want." American Demographics. February 1988; 10(2): 46-47.

Child care has become a major concern for parents and employers alike, since most mothers of children aged 10 and younger are employed. A survey by Yale University affirms the growing importance of child care as a benefit and reveals that good quality care, not cost, is parents' primary objective. Employee-sponsored child-care programs must take into account the wide-ranging needs of the employees who will be participants. The most common form of child care for infants and toddlers is the family-home arrangement, in which providers take care of several children in their own homes. Income is a factor in that higher-income

families tend to use day-care centers more than family-home arrangements. As for cost, parents pay more for infant and toddler care than they pay for preschooler care. Most parents select a provider on the basis of that person's style and reliability. Parents with good incomes sometimes opt for in-home care, and despite the expense, consider it the best alternative. When children are taken out of the home, locations close to home are considered by far the most desirable. Graphs. (C)ABI

24. Presser, Harriet B. "Shift Work and Child Care Among Young Dual-Earner American Parents." Journal of Marriage and the Family. February 1988; 50: 133-148.

Uncovers a high rate of non-day employment among young dual-earner American parents and examines the relationship between shift status (fixed day, fixed non-day, and rotating) and child care. Special attention is given to parental child care when the spouse is employed. The study is based on the 1984 wave of the National Longitudinal Survey of Labor Market Experience, Youth Cohort. This cohort was age 19 to 26 in 1984. A subset of married parents with employed spouses and with children under 5 years old was selected for analysis. Reliance on spouses for child care when dual-earner couples are employed is much higher when respondents work non-days rather than days. Shift work may be a solution to the child-care problem.

25. Coburn, Judith; Colfer, Mary Ellen. Needs Assessment for Child Care Services Among Women in New York State Occupational Education Programs. November 1980, Available from: ERIC ED 1988697

This five-part report describes a study of the extent to which the need for child care services prevents women from taking advantage of New York's vocational programs. After Part I provides a project overview, Part II presents the findings of Phase I of the study, during which contact persons at 38 community colleges, 55 Boards of Cooperative Educational Services (BOCES), and five municipal school districts were surveyed to identify child care resources. This section describes community college child care centers with respect to purpose, population served, service capacity and eligibility, scheduling, licensing, facilities, center establishment, funding, staffing, and incentives and barriers to program continuation. Similar information is then presented for BOCES Child Care Training Labs. Finally, this section assesses institutional awareness of child care needs and interest in meeting them. Parts III and

IV of the report describe the methodology and findings of the second phase of the study, during which current and prospective female vocational students with children under 12 were surveyed. In Part IV, after a demographic profile of the respondents is presented, major study variables (i.e., barriers to program access; use of, satisfaction with, and awareness of child care services) are correlated with demographic characteristics. Part V presents conclusions.

26. Rothschild, Maria Stupp. Public School Center vs. Family Home Day Care: Single Parents' Reasons for Selection. 1978. Available from: ERIC ED 162759

This study investigates the reasons single parents in San Diego had for choosing either a public day care center or a licensed day care home for their children. A sample of 30 single parents with children in school district administered children's centers was drawn and matched by a similarly geographically distributed sample of 23 parents with children in day care homes. Thirty reasons that might influence parent's choice of child care were used in a Q-sort instrument, which required subjects to rank reasons for choosing child care. Data were processed by frequency distribution and clustering and analyzed for significant differences using Kolmogorov-Smirnov statistic, Chi-square, and Student-Fisher. Results indicated that parents did not choose their child care for reasons that were either child-oriented or parent-oriented; nor did those reasons influence choices between public school day care centers and licensed day care homes. It was found that single parents chose their child care because the facility offered a structured program with a well-trained, competent staff focusing on the needs of the child, easy access in terms of nearness to home and flexibility of hours, and an environment that provides an extension of the home.

Studies: Program-Oriented

1. Coelen, Craig, and Others. Day Care Centers in the U.S.: A National Profile, 1976-1977. Final Report of the National Day Care Study, Volume III. Cambridge, MA: Abt Associates, Inc, 1978. Available from: ERIC ED 160188. For related documents, see ED 131928-30, ED 147016, and ED 152411.

This report provides national and cross-state profiles of the characteristics of center-based day care and presents estimates of the degree to which centers are currently in compliance with the major provisions of government day care regulations. The information presented here was

compiled as part of the Supply Study, a project of the National Day Care Study conducted by the Day Care Division of the Administration for Children, Youth, and Families. Data were collected by a telephone survey of a national probability sample of 3,167 day care centers. (More than one out of every six day care centers in the United States participated in the survey.) A small national probability sample of 70 centers, all of which had participated in the telephone interviews, was surveyed by means of personal on-site interviews. The report is divided into three parts. Part I presents background information, an overview of the study, and a summary of findings. Part II consists of detailed statistical tables which present data on center characteristics, children and families, programs, staff, finances, and regulatory compliance. Part III contains the appendixes. Appendix A describes the sampling design, survey implementation, estimation techniques, and reliability. Appendix B presents a copy of the questionnaire used for the telephone survey and describes its development.

2. Hierta, Ebba L. City/University EPSDT Day Care Project, 1976-1979: Demonstration and Evaluation. Lansing: Michigan Department of Social Services, 1979. Available from: NTIS PB82-109927

The City/University EPSDT (Early and Periodic Screening, Diagnosis and Treatment) Day Care Project was a 3-year research and demonstration project funded by HEW to the Michigan Department of Social Services; the project was jointly carried out by the University of Michigan School of Education and the City of Ann Arbor. It developed a comprehensive and interdisciplinary approach to early health assessment and follow-through for children and for training and consultation for day care staffs on behalf of children and their families. The project's innovative approach explored adaptations of the EPSDT model. This approach included making available a separate developmental assessment on-site for each child in the day care setting.

3. Abt Associates, Inc. Children at the Center: Final Report of the National Day Care Study. Executive Summary. Cambridge, MA: Abt Associates, Inc., March 1979. Available from: ERIC ED 168706

This executive summary of the final report of the National Day Care Study (NDCS) of March 1979 summarizes findings and policy recommendations, gives the background to the study, and presents findings on quality and costs of center-based day care. Recommendations for federal

regulations for preschool children, infants and toddlers, center characteristics, regulatory language, and monitoring guidelines are indicated. The major cost/effects study of center-based day care for preschool children was conducted between 1974 and 1978 in 67 day care centers in Atlanta, Detroit, and Seattle. Data from the major study and two supporting studies, a smaller research effort focusing on center day care for infants and toddlers and a national telephone survey of 3,100 randomly selected centers, were analyzed. The NDCS found that higher quality care is associated with two low-cost ingredients (smaller groups of children and caregivers with child-specific education/training). The number of classroom staff per group (caregiver/child ratio) was not an important contributor to quality within the policy-relevant range of 1:5 to 1:10. Ratio was strongly related to differences in cost. Regulatory language and rules used to monitor compliance were found to influence center practices as much as the content of the regulations. The study concluded that revision of current federal day care regulations could allow the government to buy better care at slightly lower cost. More children could be better served within current budgets.

4. Ruopp, Richard, and Others. Children at the Center: Summary Findings and Their Implications. Final Report of the National Day Care Study, Volume I. Cambridge, MA: Abt Associates, Inc, March 1979. Available from: ERIC ED 168733

This volume presents a summary of the methods, findings and recommendations for federal policy of the NDCS, a 4-year study of the effects of regulatable day care center characteristics on the quality and cost of day care for preschoolers. Chapter I describes current day care services and the history of federal involvement to the present. Chapter II presents the major policy issues addressed by the NDCS and its conceptual framework and research design. Chapter III explains the sampling procedure of the NDCS. Chapter IV deals with those aspects of day care centers that are susceptible to federal regulation and hence most affected by federal policy decisions, and with alternative measures of policy variables. Chapter V discusses the conceptual and instrumental problems of defining "quality care" and gives the study's definition. Chapters VI and VII present the NDCS findings. In Chapter VI the relation between regulatable aspects of day care and quality of care, the generality of the findings, and the connection between research findings and policy decisions are explored. In Chapter VII the issue of cost versus quality is examined. Chapter VIII discusses current regulatory policy and recommends alternative regulatory policies. A "Commentary" is

appended which presents the views of minority consultants on issues with crucial effects for minority children. Three appendices provide: (1) a summary of the findings of the NDCS Supply Study, (2) an overview of the Infant/Toddler Study, and (3) the names of all NDCS staff and consultants.

5. Muenchow, Susan; Shays, Susan. Head Start in the 1980's: Review and Recommendations. A Report Requested by the President of the United States. Washington, DC: Department of Health and Human Services. Administration for Children, Youth, and Families. Project Head Start, September 1980. Available from: ERIC ED 197848

Head Start's 15 years of service are reviewed and future recommendations are presented in this report requested by the President of the United States. The program's successes include: (1) providing health care services to the poor; (2) effecting long-lasting educational gains for children; (3) fostering parent involvement; (4) promoting the career development of Head Start parents; and (5) influencing other community programs. Research and demonstration activities have made it possible for Head Start to respond to changing family needs and provide services beyond the original preschool target population. Despite these successes, Head Start has been confronted with the problems of inflation, uneven program quality, limited managerial resources, low staff wages, and shifts in program administration and changing demographics. Suggestions for protecting program quality (emphasized in this report as Head Start's foremost priority) include incorporating more trained caregivers into the program, increasing program and managerial resources, and legislating Head Start's permanent status in ACYF. In addition, recommendations for the controlled expansion of Head Start, the strengthening of recruitment procedures, an increased emphasis on the family-centered orientation and the maintenance of a strong evaluation component are made.

6. Ruopp, Richard, and Others. Technical Appendices to the National Day Care Study. Final Report of the National Day Care Study. 3 Volumes. Cambridge, MA: Abt Associates, Inc, October 1980. Available from: ERIC ED 195337, ED 195338, ED 195339

Published in three volumes, these appendices contain a number of reports that support the analysis and interpretation of the results of the

National Day Care Study. Volume IV-A—"Background Materials"—contains three papers that help to set a context for interpreting overall study results. Volume IV-B—"Measurements and Methods"—presents seven reports on a series of technical tasks undertaken to support the principal analyses of the effects of key center characteristics on children. Volume IV-C—"Effects Analyses"—presents six reports that discuss the results of the analyses investigating the relationships between policy variables, classroom processes, and child outcomes.

7. Travers, Jeffrey, and Others. Research Results of the National Day Care Study. Final Report of the National Day Care Study. Volume II. Cambridge, MA: Abt Associates, Inc, October 1980. Available from: ERIC ED 195336

This final report of the NDCS, Volume II, provides researchers, social scientists, and lay readers with information for judging the soundness of the evidence underlying NDCS conclusions about relationships between regulatable center characteristics and the outcome of care for the child. This volume makes free use of the technical apparatus of developmental psychology and statistics. Certain sections from Volume I have been included here in order to allow this volume to be read alone. In particular, the sections of Chapter One that address the study design and variables have been taken substantially from Volume I, as has the portion of Chapter Two that describes the study sample. Other sections of Chapters One and Two are new, including a discussion of general analytic issues and approaches. Other chapters describe instruments, analyses, and results linking regulatable center characteristics to caregiver behavior, child behavior, and child test scores. These chapters provide detailed support for Chapters Five and Six, which summarize the study's results on quality of care. The major findings of the NDCS are summarized in the Preface and restated in Chapter Seven.

8. Family Day Care in the United States: Executive Summary. Final Report of the National Day Care Home Study. Washington, DC: U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, 1981. Available from: NTIS PB82-265232

The purpose of this research was to describe family day care populations, programs, processes, costs, administrative structures, and place in the community. Family day care is nonresidential child care provided in a private home other than the child's own. Encompassing a myriad of

unique arrangements between families and their day care providers, family day care constitutes the largest, most complex system of child care in the United States. It is distinguished from care in a day care center, nursery school, or other group facility as well as from substitute care provided in the child's own home. Family day care is composed of three major categories delineated by regulatory and administrative structure. The largest of these categories consists of unregulated providers who operate informally and independently of any regulatory system. A second category consists of regulated (licensed or registered) caregivers who meet state and/or federal standards but, except for this link with the broader day care community, operate independently. The third and smallest group of providers consists of regulated homes that are operated as part of day care systems or networks under the administrative auspices of a sponsoring agency.

9. Aurora Associates, Inc; Westat Research, Inc. Study of Head Start Unit Costs: Final Report. Washington, DC, March 17, 1982. Available from: ERIC ED 215775

This report provides a summary of and recommendations from a study that investigated the cost structure of 16 Head Start grantees and delegate agencies. The study came about when the Office of Evaluation and Technical Analysis, Office of the Assistant Secretary for Planning and Evaluation, HHS, issued a basic ordering agreement to Aurora Associates, Inc., and Westat, Inc., to conduct a series of short-term, management-oriented studies of HHS programs. (The task order discussed in this final report is the second resulting from the 1981-82 basic ordering agreement.) Following an executive summary of the study, its conceptual framework, and its plan (including descriptions of site selection and visits, the sample, and instruments used), a detailed discussion of the study's results, organized around six study questions, is presented, and the potential use of such information in a national examination of Head Start grantee and delegate costs is discussed. Finally, means of facilitating an examination of program costs across all Head Start grantees are recommended. A copy of the study's instruments, summary tables of the data gathered, and responses to the draft of the final report from programs in the sample are appended.

10. Evaluation of the Child Care Food Program. Final Report on the Studies of Program Participation, Cost, and Meal Quality Mandated by P.L. 95-627, the Child Nutrition Amendments of 1978. Cambridge, MA:

Abt Associates, Inc, February 28, 1983. Available from: NTIS PB83-183012

Through Public Law 95-627, the Congress directed the Department of Agriculture to conduct three studies of the Child Care Food Program: (1) a study of licensing and other barriers to participation in the program; (2) a study of administrative and food service costs in participating day care programs; and (3) a study of meal quality in participating day care centers and family day care homes. This report presents the findings of the three congressionally mandated reports. The volume contains three separate parts, one for each of the three studies. These individual reports are designed as stand-alone reports, and, as such, each contains the essential materials for the overall evaluation of the program. The reports are intended for nontechnical audiences. Technical material has been kept to a minimum and, where possible, is presented in brief appendices.

11. U.S. Department of Health and Human Services. Administration for Children, Youth and Families. Head Start Bureau. Health Coordination Manual. Head Start Health Services. Washington, DC, 1984. Available from: ERIC ED 263988

Part 1 of this manual on coordinating health care services for Head Start children provides an overview of what Head Start health staff should do to meet the medical, mental health, nutritional, and/or dental needs of Head Start children, staff, and family members. Offering examples, lists, action steps, and charts for clarification, part 2 provides a detailed explanation of why and how the health service activities may be done. Worksheets and case studies are provided to help staff practice an activity or to show how to organize and keep information on local resources or procedures. Discussed are (1) planning and budgeting for the health program; (2) actions to be taken before implementing plans; (3) delivery of child health services for Head Start children and children with special needs; (4) program monitoring, including recordkeeping and tracking; (5) health education; and (6) program evaluation. Part 2 ends with a bibliography of materials focusing on topics discussed. Ten appendices contain health profiles, examples of community resources, job descriptions of Head Start health staff, lists of Head Start regional offices and health consultants, lists of instructional materials for use in program implementation, health education planning materials, examples of forms and letters, a list of state interagency agreements between

Head Start and the EPSDT Program, and an evaluation form addressed to users of the manual.

Studies: State/Region-Oriented

1. Ramsey County Child Care Council, Inc. Report on Child Care Services in Ramsey County: Fees Charged and Rates of Utilization. St. Paul, MN, June 1978. Available from: ERIC ED 157608

This report describes the second annual survey of utilization of child care services (day care homes and day care centers) in Ramsey County, Minnesota. Information about fees charged is included. Data from day care homes and centers were collected by mail or telephone. The rate of utilization of child care services was determined by county, county quadrant, and community. The report categorizes day care services by four county quadrants: St. Paul West, St. Paul East, Suburban West, and Suburban East. Rates of utilization are discussed for three age ranges—infant-toddler (0-30 months), preschool (2-1/2 to 5 years), and school age (5-plus years)—within each of the four quadrants. Utilization rates reported are the ratios of actual enrollment to preferred capacity, as preferred capacity is said to be a more accurate indicator of actual supply than is licensed capacity. Results concerning family day care homes indicate that 24 out of 34 communities are experiencing serious shortages of infant-toddler providers, 5 out of 34 communities are experiencing serious shortages of preschool care providers, and 23 out of 34 communities are experiencing shortages of school-age providers. With regard to day care centers, three communities had serious shortages of center care for preschoolers, and one community had a serious shortage of care for infant-toddlers. Final sections of the report include tables comparing the utilization of day care homes and centers and showing the data collected from each community in the survey.

2. Appalachian Regional Commission. Children's Programs in Appalachian States. Conference on Raising a New Generation in Appalachia (Asheville, North Carolina, November 14-17, 1978). Washington, DC, November 14, 1978. Available from: ERIC ED 179334

Each of the 13 Appalachian states has described its overall program for children as well as some particularly innovative projects funded with assistance from the Appalachian Regional Commission. Reports are presented alphabetically by state with introductory comments from the state's governor prefacing each report. The programs for children, designed to meet the perceived needs of local communities, cover a wide

range of concerns, including nutrition, health care, soundness of child care, psychological well-being, early intervention and detection of physically or mentally handicapping conditions, and information and referral activities. Among the sponsoring agencies are associations for retarded children, community action agencies, local nonprofit child development councils, child care agencies, county departments of health, county departments of social services, and boards of cooperative educational services. Specific goals and accomplishments are summarized for exemplary projects in each state. These projects include a program to prevent foster child drift, a computerized referral system, a program of comprehensive services for teenage parents, and a library project for preschoolers and the parents and child care providers responsible for their development. Reports include information on funding, involvement of local citizens, and administrative roles of various agencies.

3. Warner, Donna D., and Others. Comparative Evaluation of AB 3059 Alternative Child Care Programs. Summary Report. Cambridge, MA: Abt Associates, Inc., March 31, 1979. Available from: ERIC ED 211204

Findings from the evaluation of the Assembly Bill (AB) 3059 alternative child care programs are presented in this report. (AB 3059 child care programs were mandated by the California legislature in 1976 with the goals of assessing features that might reduce child care costs, ensuring maximum parental choice among facilities, addressing unmet child care needs throughout California, and encouraging community-level coordination of support for child care programs.) Section I, the introduction, provides an overview of the legislation establishing AB 3059 child care programs, summarizes background information about AB 3059 and other child care programs funded by the California State Department of Education, discusses the evaluation study's objectives and limitations, and defines key terms and concepts used throughout the report. Major findings of the study as they relate directly to the legislative goals of AB 3059 are presented in Section II. The central question addressed in this section is "To what extent have AB 3059 programs succeeded in meeting the objectives specified by the California state legislature?" Major findings for each of the four types of program constituting AB 3059 (center-based child care, family day care systems, vendor payment programs, and resource/referral programs) are presented in Section III. Finally, Section IV assesses the cost and resource structures of different methods of child care delivery, the impact of wage rates and caregiver/child ratios on the costs of center-based care, and the interrelationship of cost and quality considerations.

4. Human Services: Provision of Child Care (A Case Study from the Urban Consortium). Washington, DC: Public Technology, Inc, 1980. Available from: NTIS PB81-162745

The County of Fairfax, Virginia, created a Citizens' Child Care Advisory Council in 1974, charged with determining the child care needs of its citizens. After a year-long study, the overall policy recommendation was to expand county involvement in provision of such service to meet the needs of all county children who are in care outside their homes. The principal mechanism to meet this goal was an Office for Children created with mandates to plan for, direct, and coordinate present and future child care programs. The centralized organization model enables the office to provide certain care services that could not likely be performed by community organizations that might lack necessary access, data, staff skills, or size to achieve cost-effectiveness. With an administrative staff of seven professionals and four support personnel, the office can provide these services: referral, survey research, community outreach, education and training, consulting, and informal networking. Types of providers of the services are day care centers, extended day care, family day care, satellite systems, and subsidized programs. These are briefly described and transferability of the program is noted.

5. California. Department of Education. Office of Child Development. Publicly Subsidized Child Care and Development Programs in California. Sacramento, 1981. Available from: ERIC ED 213796

This report describes the organization and function of general child care and development programs, special programs, and the State Preschool Program administered by the California State Department of Education. Also examined are the funding sources, eligibility criteria for participation, and program requirements. In addition to child development programs, general child care programs are said to include migrant and campus child development programs, school-age parenting and infant development programs, alternative payment programs, and resource and referral programs. Appendixes include a family fee schedule for fiscal year 1981-82, and the field service regions within the Office of Child Development.

6. Hailey, Jack. AB 3059: A Report to the Governor on the Alternative Child Care Programs, 1976-80. Sacramento, CA: Governor's Advisory

Committee on Child Development Programs, January 1981. Available from: ERIC ED 211180

This publication of the California Governor's Committee on Child Development Programs focuses on the Alternative Child Care Program in California (AB 3059). The report looks back over 4 years of the AB 3059, reviews the goals of that legislation, and measures the program's accomplishments against those goals. In early 1976, the Governor's office set forth its proposal for the growth of child development programs in the state. At the same time, parents and providers indicated the need to broaden the system delivering those services. The result of these efforts was AB 3059, which included a $10 million appropriation for new child care programs. The purposes of AB 3059 were to (1) test cost-reducing features and delivery methods, (2) promote parental choice, (3) address unmet geographic needs, (4) encourage community-level coordination, and (5) offer replicable features. The $10 million was devoted to the following areas: family day care homes and networks, center-based group care and innovative programs, vendor payments, resource and referral programs, minor capital outlay, support to the Governor's Advisory Committee on Child Development Programs, program administration, and an independent comparative evaluation of the AB 3059. Following an assessment of the strengths and the unanticipated rewards in each of the above areas, the report details the many ways in which the AB 3059 experience informed and shaped Senator Sieroty's Senate Bill 863.

7. Choices for Ohio, for Children. Washington, DC: Children's Defense Fund, 1984.

A report by Children's Defense Fund and eleven child watch projects with startling information about the state of child care in Ohio. (c)NCFR

8. Legislative Factbook About Our Children: Growing Up in Ohio. Washington, DC: Children's Defense Fund, 1985.

A useful compilation of statistics demonstrating day care needs for each Ohio county. (c)NCFR

9. Rhodes, Gregory L.; Real, Mark. Day Care: Investing in Ohio's Children. Ohio's Children: Ohio's Future. Columbus: Children's Defense Fund-Ohio, 1985.

This report provides the first complete inventory ever done in Ohio of children who need day care and where they live, the first complete summary of existing day care services, and the first comparison of day care policies in Ohio with those in every other state. Previously unpublished census data were used to identify the number of children in two-parent families with working mothers and single-parent families in every county in Ohio. Results of the first statewide inventory of Ohio child care programs were used to provide an indication of the number of children enrolled in child care programs in each county and the number of such programs receiving financial assistance. In addition, interviews were conducted with the broadest possible range of families; providers; public officials; and tax, development, building, and legal specialists. The report reviews child care reports from more than 20 states and summarizes actions being taken to improve day care programs in every state. In conclusion, a comprehensive and realistic agenda to improve child care services in Ohio is presented. A majority of these recommendations require no new monies.

10. Tweeton, Leslie. "The Day Care Problem." Boston Magazine. May 1985; 77: 181,187-191.

Discusses concern in Massachusetts over the low pay for day care workers and yet the lack of affordable care. Includes suggestions for evaluating day care providers.

11. Fried, Mindy; O'Reilly, Elaine. How Does Your Community Grow? Planting Seeds for Quality Day Care. A Citizen Action Manual. Boston: Massachusetts State Office for Children, August 1985. Available from: ERIC ED 262872

This manual, which presents the principles and steps involved in the 2-year Citizen Involvement for Day Care Quality Project in Massachusetts, serves as a guide for developing a citizen network to address the need for quality day care. The project was housed by the Office for Children, the state agency that licenses and monitors all day care facilities in Massachusetts, and funded by HHS/ACYF. Each chapter describes a component of the project, including an overview of its beginnings and

accomplishments. Then key principles and specific tips are extrapolated. These tips can apply to other contexts, such as volunteer recruitment and training, skill building, designing written materials, conflict resolution, designing and running successful meetings, and coalition building. Throughout the manual case examples illustrating technical skills and theoretical principles are introduced to show the complexity of the issues. In addition, users are encouraged to apply the techniques and principles to other issues and situations unique to day care needs in other states and communities. Specific chapters cover: the day care system in Massachusetts and its state agencies; citizen action: basic principles and strategies of the project; recruitment; improving day care quality; employer-supported day care; revising state standards; lobbying and policy-making; computerized resource services; project evaluation; and resources for evaluation of day care centers.

12. Levy, Vic, and Others. Child Care Update: 1986. Madison, WI: Community Coordinated Child Care (4-C) in Dane County, Inc, December 1986. Available from: ERIC ED 278478

Data concerning child care in Dane County, Wisconsin, as of 1986 are provided in this report. Section I describes needs and services in terms of day care needs, the number of children enrolled in day care programs, and gaps between needs and services. Section II describes fees charged for full-day care in centers and in licensed and registered family day care homes. Focusing on day care center employees, section III concerns staff hourly wages, staff experiences, and educational level of day care staff. Sections IV and V, respectively, discuss family day care and tuition assistance. Section VI explores special issues related to rural child care. Section VII offers conclusions, asserting that the two major unresolved issues facing child care in 1986 were those of program quality and planned increase of service provision. Recommendations for resolving those issues are advanced.

Training

1. Adler, Jack. "In-service Training for Child Care Workers." Child Care Quarterly. Spring 1978; 7(1): 62-71.

Described is a child care workers in-service training program at the Jewish Child Care Association of New York, a program based on the conviction that the child care worker is a therapeutic agent, not a custodial person. It is explained that the program consists of concepts of residential treatment, child development and childhood disturbance (normal

child development, deviations, maturational lags, cognitive development), child care tasks (education, recreation, problem behavior, management of daily activities), and relationships (between the child care worker and individual children, the group, parents, other staff). Such concepts as structure, identification, separation, and interdisciplinary integration are also included.

2. Schinke, Steven P.; Wong, Stephen E. "Teaching Child Care Workers: A Behavioral Approach." Child Care Quarterly. Spring 1978; 7(1): 45-61.

Described is the behavioral approach to teaching child care staff behavior modification principles and techniques. Extant behavioral training literature is used to document the efficacy of the following five operant techniques: positive reinforcement, feedback, cuing, modeling, and behavior rehearsal. Outlined is a teaching and evaluation model for staff in field settings, and reviewed is a case example of a staff training program in group homes for retarded persons. Discussed are implications of behaviorally oriented training programs for practitioners and researchers working with child care staff.

3. Poresky, Robert H.; Dirggers, Jo Ann M. Report of the Child Care Training Needs Assessment. Manhattan: Kansas State University. Department of Family and Child Development, May 1978. Available from: ERIC ED 156324

The findings of a day care training needs assessment survey conducted in the state of Kansas by the Day Care Training Systems Project comprise the body of this report. Questionnaires were distributed to child care providers and agency personnel with child care responsibilities. Child care providers included both family and center providers, while agency personnel included staff from the Department of Social and Rehabilitation Services and the Kansas State Department of Health and Environment. The results of the survey indicated a need for resources and training for child care providers in the state, including family day care home providers, relative providers, and child care center providers. An interest in attending a workshop for child care providers was also indicated, and providers and agency personnel rated the following workshop topics as most important: The Day Care Professional, Discipline and Guidance, Children in Families with Separation, Divorce, Physical and Emotional Disturbances, Child Abuse and Neglect, Building the

Child's Self-Concept, First Aid, Creating a Safe and Healthy Environment, Development of the Preschool Child, Children's Play as a Learning Experience, Identifying and Caring for the Child with Special Needs, Relationships with Parents, Parental Roles and Responsibilities, Preparing, Serving and Planning Nutritious Meals and Snacks, Planning and Organization, and Activities and Daily Schedule. Copies of the survey instruments are included in appendix A.

4. Dent, Barbara. A Survey of Management Tasks Performed by Day Care Center Directors. December 1978. Available from: ERIC ED 187458

Paper presented at a Seminar in Early Childhood Education, Towson State University (Towson, MD, December, 1978).

The general problem addressed in this survey is the identification of the management training needs of day care center directors. A questionnaire was developed and mailed to 102 directors of full-time, pre-school day care centers in Baltimore City. The directors' answers were tabulated, and simple percentages were computed. Directors were asked to identify their major subjects of college study, previous work experience, and management training experience. It was found that most directors have had few opportunities to learn better management task skills. Directors were asked to identify support personnel who might appropriately perform certain management tasks. Their answers revealed that such personnel are lacking in both for-profit and nonprofit church affiliated centers. Contrastingly, agency affiliated centers were apt to have such personnel available. The questionnaire included a list of 21 management tasks and asked directors to identify those that they performed. The median number of tasks performed was 15, or 71 percent of the total of 21. Apparently, center directors assume major responsibility for management tasks. Finally, directors were asked to state their management training needs. A substantial number (71 percent and 63 percent) requested training in financial management and legal matters, respectively. Directors also expressed interest in the management of equipment and supplies, personnel management, and relationships with boards and agencies.

5. Keyserling, Mary Dublin. "New Dimensions in Day Care Needs and Services." Viewpoints in Teaching and Learning. Summer 1979; 55(3): 66-74.

A range of innovative community programs for day care of children of working parents is described.

6. Aronson, Susan S.; Aiken, Leona S. "Compliance of Child Care Programs with Health and Safety Standards: Impact of Program Evaluation and Advocate Training." Pediatrics. February 1980; 65(2): 318-325.

The article reports on a 2-year, 72-hour training program in advocacy and safety for 117 workers in child care programs (day care and Head Start). A pre- and post-test of health knowledge showed significant gain in all areas covered by the training, and, which a 7-month follow-up showed, was retained. Changes in desired opinions related to health advocacy were limited to an increase in the number of workers who agreed that health issues can be grasped by individuals who are not health professionals. Participation was also associated with improved compliance of programs with health and safety standards.

7. Barrett, Marjie C.; McKelvey, Jane. "Stresses and Strains on the Child Care Worker: Typologies for Assessment." Child Welfare. May 1980; 59(5): 277-285.

The standard source for information on stresses faced by child welfare workers has long been Ner Littner's The Strains and Stresses on the Child Welfare Worker (New York: Child Welfare League of America, 1957), a work focusing on the client's role as a source of stress. More recent literature has dealt with organizational & personal stresses. As an aid to coping with the wide range of issues involved, a typology of stressors is presented; included as dimensions in this typology are time location (recent events, ongoing conditions), & whether the source is on the job (client-related or organizational) or otherwise. Considerations involved in coping with such stressors are identified. W. H. Stoddard. (c)SAI

8. Biolsi, Richard; Gerard, Robert. "Training and Evaluating Child Care Workers: The Identification of Professional Tasks and Skills." Residential and Community Child Care Administration. Fall 1980; 1(4): 421-431.

Described is an administrative process of staff development for professional child care workers in a residential treatment setting. The process

includes intensive administrative involvement in the orientation, development, & evaluation of staff, thus encouraging maximum effectiveness of milieu treatment. Framing the process in the identification & incorporation of specific professional tasks & skills provides concrete support for the value of the child care worker & encourages professionalism. 1 Table, 6 References. HA. (c)SAI

9. Kornblum, A. C. "Day Care Centers: How to Choose?" GAO Review. Fall 1980; 15(4): 52-54.

Institutionalized child care has become a big business and a major need. Because mothers work and grandparents may be inaccessible, qualified centers are a must. Licensed centers, good ratios, small turnovers in personnel, fees, and services must be studied in order to make judicious choices. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

10. Child Care Services: Day Care. Rockville, MD: Project Share (HHS), January 1981. (Human Services Bibliography Series). Available from: NTIS SHR-0202501

This bibliography on child day care services provides abstracts of 45 documents from the Project SHARE collection. The bibliography includes books, technical reports, journal articles, and a multimedia program. Most of the documents were published between 1977 and 1980. Subject areas include training for child care providers, program evaluation for child care services, personnel management, and policy issues related to child day care. Several documents discuss the needs for and availability of child day care services in the United States. Additional documents examine governmental policies and regulation of day care. Other documents discuss the training of child care workers. Case examples of effective day care programs currently operating in the United States are presented. Guidelines for developing and administering a child care center and family day care are also given. Documents also cover the recruitment of child care center staff and program evaluation. For each document, bibliographic information and the source from which to obtain the document are given.

11. Calhoun, John A.; Collins, Raymond C. "From One Decade to Another: A Positive View of Early Childhood Programs." Theory Into Practice. Spring 1981; 20(2): 135-140.

An overview of research and evaluation developments concerning Head Start, preschool education, and day care during the past decade is provided. Possible ramifications for the future are shown from the reexamination of early education programs.

12. Smock, Sue Marx; Kaplan, Melissa G. "A Decentralized Training Program: Evaluation Challenges." Evaluation Review. October 1982; 6(5): 689-701.

Evaluation design decisions for a large-scale child care providers training program were based on three program characteristics: decentralization, local autonomy, & multiple delivery strategies. The fact that delivery strategies were not assigned, but evolved through the exercise of local autonomy, was a source of particularly difficult problems. Data were gathered from comparison of knowledge levels (using a 15-item questionnaire) between trained & untrained home providers throughout the state of Mich. (number of cases = 481), from comparison of knowledge levels for 99 home & center providers before & after training, & from in-home observation of 9 home providers, to evaluate the 95 courses offered throughout the state. Consideration of the relative merits of the approaches taken indicates that the decisions made were appropriate, given the diverse implementation of the program. 1 Table, 1 Figure, 11 References. Modified HA. (c)SAI

13. Barber-Madden, Rosemary. "Training Day Care Program Personnel in Handling Child Abuse Cases: Intervention and Prevention Outcomes." Child Abuse and Neglect. 1983; 7(1): 25-32.

A survey of 84 day care programs compared staff who participated in child abuse intervention and prevention activities with those who did not. No differences were found on intervention activities, but staff in the trained group were significantly more involved in prevention and high-risk referral.

14. Bourque, Janet. Day Care Management. Final Report. Kirkland, WA: Lake Washington Vocational Technical Institute, February 1983. Available from: ERIC ED 236341

A curriculum was developed and a pilot project was conducted to train 20 day care center directors at Lake Washington Vocational Technical Institute. This document summarizes the curriculum development project and provides the curriculum that was developed. The report contains a summary and outline of the course, a skills assessment, pretests and posttests, information on planning a day care center for young children, sample forms, an equipment list, a sample job description, Washington State requirements for licensing, tips on generating publicity, and a brief list of advisory board activities. A section of curriculum resources contains information on the following topics for student day-care managers: separation anxiety, field trip suggestions, finger plays and songs, nutritious snacks, stories for young children, recognition of child abuse. A bibliography, a list of community resources, and ideas for financial management are also included. Many sample forms and specific instructions for use in opening and operating a day care center are included in the guide.

15. Louisiana. Department of Health and Human Resources. Division of Evaluation and Services. Day Care Enrichment Resources: A Training Guide. Revised Edition. Baton Rouge, April 1984. Available from: ERIC ED 274419

The guidelines offered for child care providers in this training manual are intended to insure quality care in day care centers that meet the ongoing daily needs of children—nutrition, health, social, intellectual, and physical development. The manual begins by individually addressing by age (infants and toddlers, 2-year-olds, 3- and 4-year-olds, and 5-year-olds) the following: physical environment, classroom arrangement, schedules and routines, guidance and teaching techniques, and meals and snacktimes. Other sections of the manual take into account (1) school-aged children, (2) handicapped children, (3) personnel, (4) records (children, staff, and financial), (5) food management and nutrition (planning and purchasing, recommended daily allowances, and sample menus), (6) discipline, (7) health and safety, (8) social services, (9) parent involvement, (10) parts of a day, and (11) the components of a good early childhood education program.

16. Thornton, J. "Threading Your Way Through the Preschool Maze." U.S. News & World Report. October 1, 1984; 97 (14):76

Day care centers are currently serving more than three and one-half million children. Prices can range from 1,700 to 8,700 dollars per year per child. Intensive early enrichment programs can result in school phobias and high stress. Child abuse reports are causing safety concerns. (Management Contents(TM), copyrights 1988 by Information Access Company, Foster City, California)

17. Modigliani, Kathy, and Others. Child Care Staff Working Conditions Project: Summary of the Project. Ann Arbor, MI: Washtenaw County Association for the Education of Young Children, 1985. Available from: ERIC ED 275415

The goals of the Working Conditions Project were to collect information about child care center staff members and administration in Washtenaw County, Michigan; to identify sources of job satisfaction; and to report administrative practices associated with high commitment to a center by its staff. Results showed that more than 75 percent of the teachers and directors were college graduates and nearly 50 percent of the staff members had high levels of coursework related to child care. The average wage was $6.18 per hour, with few fringe benefits. Child care professionals were paid approximately one-half the salaries of public school teachers with comparable levels of education. Nearly all respondents enjoyed their work, although most staff members worked overtime several hours each week for which they were not paid and did not have breaks (as mandated by law). The majority had been employed at their present workplace for 2 years or less. Major differences existed among various types of programs or sponsorships. Financial subsidies to center budgets were strongly related to better wages, benefits, and working conditions. Several administrative practices related to job commitment were identified. This document includes (1) a summary of the major findings, (2) a fact sheet about child care in Michigan, (3) other related material, and (4) the final report of the findings.

18. Rothlein, Liz Christman; Brett, Arlene. "Child Care in the United States." Early Child Development and Care. 1985; 18(3-4): 281-285

Describes the kinds of child care services available in the United States, which range from family day care to public kindergarten. Briefly discusses federal and state regulations and the lack of good quality programs.

19. York, Reginald O. "Planning for Group Child Care Services: The 'Limited Rationality' Approach." Child Welfare. January-February 1985; 64(1): 55-66.

In the planning of services, the group child care agency faces many of the same issues as other human service organizations. Presented is an analysis of an effort to improve the quality of service planning in North & South Carolina through training key personnel in group child care agencies. The agencies realized they had to find new strategies to enable them to cope with increased service costs as well as changes in the types of children needing services. A rational planning model was employed. 5 References. Modified HA. (c)SAI

20. Kassap, Sylvia. "A Child Care Assistant Program Invests in the Future." Forecast for Home Economics. January 1986; 31: 42+. (Magazine Index(TM), copyrights 1988 by Information Access Company, Foster City, California)

21. Phillips, Deborah; Whitebook, Marcy. "Who Are Child Care Workers? The Search for Answers." Young Children. May 1986; 41(4): 14-20.

In an attempt to begin to meet the need for a comprehensive, national, up-to-date database on the early childhood labor force, an overview of data from United States federal agencies is provided. Accurate data are crucial for the success of advocacy efforts aimed at improving the status of child care workers by improving their salaries, morale, & training & working conditions. Specific suggestions include: (1) an accurate count of the number of workers through better definitions of who provides care, (2) occupational labels based on the current status of the field, (3) clarification of salary data based on 12- versus 9-month positions, (4) job categories that reflect differences in education & experience, & (5) data on enrollment in training programs & the final job choices of graduates. 1 Table, 12 References. K. Hyatt. (C)SAI

22. Zinsser, Caroline. A Study of New York Day Care Worker Salaries and Benefits. New York: Center for Public Advocacy Research, September 1986. Available from: ERIC ED 276506

Compensation of day care workers in New York State was investigated in a study involving 451 day care centers, Head Start programs, and nursery schools representing 4,844 employees. Data for New York City and the rest of the state were analyzed separately. In New York State, head teachers earned an average of $5.33 per hour and classroom aides $3.80. Day care employees were highly educated in relation to their compensation. Most day care employees were new to the field and received few benefits. New York City fees on average were 56 percent higher than New York State fees. Teacher turnover was high throughout the state. The most frequently cited reason for staff's leaving was to find a better job. Department of Labor and Bureau of the Census figures bore out survey findings in documenting low wages. Recent salary surveys from other states showed that New York State salaries and benefits, with the exception of New York City, were generally no better by comparison. A literature review on the subject of staff turnover and quality of care revealed substantial evidence that high-quality day care cannot be maintained in a field where qualified workers are in increasingly short supply. The survey instrument and 24 tables of data are appended.

23. Dobbert, Marion Lundy; Pitman, Mary Anne. "The Preparation of Child Care Workers: The Ethnographic Study of the Hidden Problems of Professionalization." Child and Youth Services. 1987; 8(3-4): 19-42.

Ethnographic research conducted at an urban school that maintains a day care program focused on the gulf between the students & the professionals (i.e., day care center staff), analyzing its implications & suggesting ways to solve the problem. Four anthropological perspectives on the moral ordering of society are utilized to examine the wider cultural sources of the training problem, & suggestions are provided for its amelioration within programs for the training of child care workers. 1 Table, 1 Diagram, 26 References. HA. (c)SAI

24. Caldwell, Bettye. "Advocacy Is Everybody's Business." Child Care Information Exchange. March 1987; (54): 29-32.

Maintains that child care workers should be committed to personal, professional, and informational advocacy in working to gain public support for quality child care and early childhood education programs.

25. Lindsay, Paul and Caroline H. "Teachers in Preschools and Child Care Centers: Overlooked and Undervalued." Child & Youth Care Quarterly. Summer 1987; 16: 91-105.

In spite of relatively high levels of general educational attainment, these teachers lack uniform standards of training and their salaries and fringe benefits are low. On the other hand, their attitudes toward their work exhibit a high degree of professionalism. They are committed to their work and believe in its importance.

26. Aguirre, Benigno E. "Educational Activities and Needs of Family Day Care Providers in Texas." Child Welfare. September-October 1987; 66: 459-465.

This article presents the child care-related work experiences and training, the teaching activities, and the recurrent problems in the provision of child care by 266 family day care providers in Texas. The findings document their educational needs. Training programs in child development and guidance, nutrition, health and safety, and business and management are described.

Appendix II

Major Contributors to This Fact Sheet

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